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ABSTRACT

This report presents information for parents, students, staff, policymakers, and the general public on the quality and performance of public higher education in West Virginia. It opens with the strategic plans of the University System and the State College System together with narrative and statistical profiles of each of the 15 institutions that comprise the two systems. Chapters 2 through 7 display numerous indicators that specifically address the statutory goals, with the full text of each goal included at the outset of the chapters. For example, Chapter 2, on "Preparation," comprises such measures as the performance of West Virginia students on college entrance examinations and enrollment in developmental courses. "Access" (Chapter 3) displays estimated total college-going rates of West Virginians and shows the growing number of students assisted by financial aid. "Student Outcomes" (Chapter 4) presents retention rates, graduation/completion rates, and performance on professional licensure examinations, and Chapter 5 indicates some ways in which higher education is responding to the increasing need for "Economic and Workforce Development." "Productivity and Efficiency" (Chapter 6) includes information on the expanding use of technology and instructional expenditures, and Chapter 7 answers questions related to "Faculty and Staff." Completing the report are data on "Campus Security" (Chapter 8) and materials describing West Virginia's vital "Health Sciences and Rural Health Education Partnerships" (Chapter 9). The appendix defines the four Southern Regional Education Board categories that apply to West Virginia's public higher education institutions. (VWC)

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West Virginia Higher Education Report Card 1999

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Introduction

The State College and University Systems of West Virginia are pleased to present the eighth annual *West Virginia Higher Education Report Card*. The West Virginia Legislature created the Higher Education Report Card in 1991 in order to "make information available to parents, students, faculty, staff, state policymakers and the general public on the quality and performance of public higher education," and the first report was published in December 1992. Since that time, the Higher Education Report Card has continued to evolve. This eighth edition reflects the desire expressed through Senate Bill 547 (1995) for the report to monitor higher education's response to the six statutory goals which emerged from the Higher Education Advocacy Team meetings in 1992. Briefly, these goals include: *better preparing students to enter college, providing greater access to higher education for all West Virginians, preparing students to compete in a global economy, focusing resources in those areas which offer the greatest opportunities for students and for job creation and retention, using resources to their maximum potential to ensure that West Virginia higher education is more productive, and compensating faculty and staff at competitive levels to attract and retain quality personnel.*

These six important goals provide the framework for the information and statistics which appear in the following pages. The document opens with the strategic plans of the University System and the State College System together with narrative and statistical profiles of each of the fifteen institutions which comprise the two systems. Chapters 2 through 7 display numerous indicators which specifically address the statutory goals, with the full text of each goal included at the outset of the chapters. For example, Chapter 2 on *"Preparation"* comprises such measures as the performance of West Virginia students on college entrance examinations and enrollment in developmental courses. *"Access"* (Chapter 3) displays estimated total college-going rates of West Virginians and shows the growing number of students assisted by financial aid. *"Student Outcomes"* (Chapter 4) presents retention rates, graduation/completion rates, and performance on professional licensure examinations, and Chapter 5 indicates some ways in which higher education is responding to the increasing need for *"Economic and Workforce Development." "Productivity and Efficiency"* (Chapter 6) includes information on the expanding use of technology and instructional expenditures, and Chapter 7 answers questions related to *"Faculty and Staff."* Completing the report are data on *"Campus Security"* and materials describing West Virginia's vital *"Health Sciences and Rural Health Education Partnerships."*

In refocusing the Higher Education Report Card on the above issues, the foremost goal was the creation of an even more readable and useful document. To that end, many of the indicators are shown with graphs depicting five years of trend data for the State in addition to the 1998-99 figures for each institution. Marshall University Graduate College merged with Marshall University on July 1, 1997, and data systems for the two institutions were unified in the summer of 1998. Therefore, 1998-99 data for Marshall University Graduate College are presented jointly with Marshall University main campus.

In reviewing this document, it is important to bear in mind that different types of institutions serve different missions. As a result of these differing missions, their areas of emphasis will change. For instance, faculty members at universities typically are expected to be more active in research projects than are faculty at two-year institutions. Extension activities and public service play a significant role at land-grant institutions such as West Virginia University and West Virginia State College. Career-technical programs and involvement in workforce development are several prominent features of community and technical colleges. For this reason, West Virginia's public colleges and universities are compared with their Southern Regional Education Board (SREB) peers throughout this report. Since higher education institutions within the same category are more similar to each other than they are to institutions in other categories, comparisons among all SREB categories generally are not considered meaningful. The Appendix (page 156) defines the four SREB categories which apply to West Virginia's public higher education institutions.

Higher education must continue to be accountable to its many constituencies, including students, parents, state policymakers, and the public at large. Reports such as this offer indicators of the myriad activities which occur at each of West Virginia's fifteen public colleges and universities, and it is hoped that these statistics will provide a useful starting point for readers. However, it must be emphasized that this document presents just one facet of the total higher education picture. ***Ultimately the performance of the State's colleges and universities is best judged by the difference they make in the lives of their students and in the lives of all West Virginians.*** As a result, the reader is urged to use caution in interpreting the numbers in this report beyond the context in which they are presented.

December 1999

WEST VIRGINIA HIGHER EDUCATION REPORT CARD, 1999

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University System

The University System of West Virginia

West Virginia University
Potomac State College of WVU
WVU Institute of Technology
WVU at Parkersburg
Marshall University
WV School of Osteopathic Medicine

STRATEGIC PLANNING THEMES OF THE BOARD OF TRUSTEES

! Fulfill our assigned community college mission and meet the workforce development requirements of industry in West Virginia.

! Develop a collegial approach for strategic state leadership and governance in the system and its institutions (this theme would be focused both internally within the University System and externally with the State College System).

! Develop and implement on a regional basis a means to identify and meet the post-secondary educational program needs of our citizens (this theme would involve a needs assessment as well as a determination of what programs need to be eliminated, reduced, expanded or added and the impact of these changes).

! Develop well articulated high quality support programs with the preschool through twelfth grade systems (the object of this theme would be to improve preparation of students for post-secondary education degree schooling).

! Develop the use of technology and improve quality while controlling costs.

! Develop a philosophy and strategy on tuition policy which considers resources needed for quality and access; the in-state and out-of-state tuition levels, from a student's perspective; and institutional student aid for both part-time/full-time students.

! Continue the development of the rural health initiative.

! Promote the economic development of the State of West Virginia.

! Develop a policy on the growth of institutions through expansion, affiliations, consolidations, and/or mergers.

! Work with executive branch and legislative branch to develop a "post 547" approach for higher education, including as one component the recruitment and retention of qualified faculty and staff.

West Virginia University

Strategic Goals

West Virginia University is a student-centered, learning community meeting the changing needs of the people of West Virginia and the nation through teaching, research, service, and technology. The following four action steps have been established to help fulfill the University's land-grant mission:

- Remain student-centered
- Engage society through service
- Focus research on key areas that will impact the state and nation
- Model the effective use of technology

Academic Programs

- Through 13 colleges and schools, WVU offers 165 bachelor's, master's, doctoral, and professional degree programs to some 22,000 students.
- WVU attracts some of the world's best faculty; 86% of the full-time faculty have earned doctorates or the highest degree offered in their discipline.
- WVU has an impressive record of Rhodes (25), Truman (13), and Goldwater (18) Scholars.
- WVU is a Research I institution as classified by the Carnegie Foundation; faculty conduct $71 million in sponsored project research per year.
- A new forensic identification degree program being implemented by WVU is the only one of its kind in the world.
- Few universities across the country offer programs similar to WVU's Africana studies program and the African percussion and dance program.
- WVU has the only law school in the state; the only accredited physical therapy program in the state; and the only pharmacy school in the state.
- WVU's Rehabilitation Counseling program was ranked 14th in the nation by U.S. News & World Report, and the Department of Political Science was ranked among the top 25 departments in the area of public law by the American Political Science Association.
- The Department of Psychology was ranked 4th nationally in publishing productivity in behavioral analysis and therapy, and 7th in applied behavioral psychology.
- The Department of Communication Studies' Doctor of Education degree with a specialization in communication education was ranked as the top doctoral program by the International Communication Association.
- Social Work and Public Administration are among only a handful of departments to be nationally accredited.
- WVU's five-year teacher education program equips students with a bachelor's degree in the field they want to teach and a master's degree in education.
- Health sciences majors are linked to health programs statewide, working in community health clinics or medical offices.
- Satellite delivery of the Executive MBA and the Health Services Executive MBA increases access for state and regional residents to accredited programs.
- The Alliance for Ventures in Higher Education strengthens academic and service programs in the Kanawha Valley, and a new affiliation with the College of West Virginia is providing improved educational delivery to that region.

Student Services

- Operation Jump Start, WVU's nationally acclaimed residence hall program, is easing the transition into college and helping boost student performance.
- A new Career Success Academy is matching students with mentors -- successful alumni in professions related to students' area of study.
- A commitment to a healthy environment in which to learn has led to the building of a 200,000-square-foot Student Recreation Center.
- The Mountaineer Parents Club, with nearly 70 clubs nationwide, was formed to connect parents with campus life and to provide support to students.
- More than $100 million is awarded in scholarships, loans, grants, fee waivers, and work-study each year to more than 60% of WVU students.
- An Honors Program meets the needs of highly motivated students through small, stimulating courses and opportunities for guided research and study.
- The WVU Scholars Program is providing more than 1,350 students with academic scholarships annually, including five premier $42,000 awards.
- One advisor stays with a student through all four years, getting to know him/her, understanding goals and helping the student reach those goals.
- Phone registration, a Grade Line, and on-line registration are available.

Technology

! WVU is one of 35 charter schools partnering with Oracle Corporation in a $50 million initiative to address the information technology labor shortage. WVU and Oracle have also teamed to become a national demonstration site for information management systems.

! WVU is the state's first full member of Internet2, a research-only network that connects about 100 of the nation's top research institutions.

! Through a partnership with Cisco Systems, WVU students learn to design, build, and maintain real businesses' computer networks.

! WVU broadcast majors capture campus and local news footage for a top 20 TV market, KDKA-TV2 in Pittsburgh.

! "Classrooms of the Future" allow for on-line discussion groups or designing home pages on the web.

! WVU's nine residence halls are wired with cable and Internet access. And like faculty and staff, students get free E-mail including access to the Internet. Voice mail is free for students in University housing, and computer labs are strategically located in high traffic student areas.

! Through a National Science Foundation grant, WVU has joined a national effort to link top research universities in sharing data and detailed images.

! WVU's Institute for Software Improvement is making West Virginia more competitive in international markets, and strengthening computer science offerings.

! Mountaineer Doctor Television (MDTV) provides live video links from the Morgantown and Charleston campuses to community hospitals and clinics.

! The expansion of Wise Library is transforming it into a "Library of the Future" accommodating paper volumes, information technology and computer centers.

Student Assessment

! WVU has a comprehensive Student Learning Outcomes Assessment Program that includes the development of initial outcome assessment plans for every academic unit and a permanent Assessment Council to oversee these efforts.

! The quality of WVU's assessment efforts is evaluated and information is presented at meetings of the North Central Association of Colleges and Schools.

Faculty and Staff Development

! Journalism Professor Chris Martin was named 1998-99 WV Professor of the Year by the Carnegie Foundation for the Advancement of Teaching; Professor Patricia Rice was the 1998-99 recipient of the American Anthropological Association's Mayfield Award for excellence in undergraduate teaching.

! WVU professors and students regularly receive Fulbright Scholarships to study abroad.

! The Leadership Effectiveness and Development (LEAD) Program provides specialized training for staff in supervisory capacities; a similar EXCEL program for secretarial/clerical employees has been developed. More than 25 training and development workshops are available to all employees.

! A Professional Development Program is available for faculty and non-classified staff. Faculty Development Programs provide more than 55 development sessions. The sessions include a week-long Faculty Academy; special sessions for department chairs; and events for new, senior, and retired faculty.

! Grant programs funded by the WVU Foundation provide faculty with a means of enhancing the quality of their instruction, research, and service.

Community Service

! WVU hosts the Statewide Special Olympics Summer Games and is home to the Governor's Honors Academy.

! WVU has named an ombudsperson to assist students affected by new welfare laws, and is mobilizing its vast resources to help the state.

! The West Virginia Association of Land-Grant Institutions is focusing on ways the two schools (WVU and WV State College) can better serve the state.

! Through the Office of Service Learning and Volunteer Center, WVU students provide flood relief, help build homes for Habitat for Humanity, etc.

! Intergenerate is a program that pairs students with senior citizens for two-way personal enrichment and understanding.

! WVU has targeted its research to focus on six specific areas that will better serve the state and nation -- advanced materials, energy and the environment, human development and culture, information technology, local and regional economic development, and molecular and biomedical sciences.

! WVU Extension addresses youth, family and pressing community needs through outreach in all counties.

! WVU is co-founder of the Clearinghouse for Workforce Education for businesses and individuals desiring workforce training.

West Virginia University

Enrollment Trends, Fall 1994-Fall 1998

	Fall 1994	Fall 1995	Fall 1996	Fall 1997	Fall 1998
Credit Headcount	22,500	21,517	21,743	22,238	22,238
Full-Time Equivalent (FTE)	19,824	19,300	19,242	19,769	20,006
First-Time Freshmen	3,084	3,006	3,151	3,128	3,364
Full-Time Undergraduate Transfers In	818	709	684	805	808

Credit Headcount Enrollment by Selected Categories

	Fall 1994		Fall 1995		Fall 1996		Fall 1997		Fall 1998	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	**22,500**	**100%**	**21,517**	**100%**	**21,743**	**100%**	**22,238**	**100%**	**22,238**	**100%**
Gender										
Male	11,130	49%	10,740	50%	10,729	49%	10,754	48%	10,941	49%
Female	11,370	51%	10,777	50%	11,014	51%	11,484	52%	11,297	51%
Residence										
WV Resident	13,583	60%	13,049	61%	13,678	63%	14,285	64%	14,479	65%
Non-Resident	8,917	40%	8,468	39%	8,065	37%	7,953	36%	7,759	35%
Attendance Status										
Full-Time	17,720	79%	17,325	81%	17,074	79%	17,504	79%	17,745	80%
Part-Time	4,780	21%	4,192	19%	4,669	21%	4,734	21%	4,493	20%
Level										
Undergraduate	15,383	68%	15,042	70%	14,897	69%	14,959	67%	15,175	68%
Graduate	6,193	28%	5,536	26%	5,891	27%	6,293	28%	6,007	27%
First Professional	924	4%	939	4%	955	4%	986	4%	1,056	5%
Ethnicity										
White	20,216	90%	19,340	90%	19,538	90%	19,977	90%	19,937	90%
Black	677	3%	689	3%	698	3%	728	3%	718	3%
Other (includes international)	1,607	7%	1,488	7%	1,507	7%	1,533	7%	1,583	7%
Age (excludes "age unknown")										
Under 25	15,685	70%	15,253	71%	15,044	69%	15,025	68%	15,337	69%
25-29	2,370	11%	2,501	12%	2,618	12%	2,727	12%	2,638	12%
30-39	2,180	10%	1,925	9%	2,005	9%	2,103	9%	2,001	9%
40+	2,264	10%	1,838	9%	2,075	10%	2,383	11%	2,262	10%
Average Age	25		25		25		25		25	
Average Age (Undergraduates)	21		21		21		21		21	

Student Retention, Fall 1993 to Spring 1999

First-Time, Full-Time Freshmen receiving a degree within 6 years or who are still attending (based on attendance at any WV public institution): 1,782 (63.5%)

Number of Degree Programs Offered (as of 7/1/99)

Certificate	NA	Post-Master's	NA
Associate's	NA	First Professional	4
Bachelor's	60	Doctoral	28
Master's	77		

Residency of Undergraduates

Fall 1997			Fall 1998		
5 Top WV Counties	Top States (with at least 10 students)	International	5 Top WV Counties	Top States (with at least 10 students)	International
Monongalia	West Virginia	48 students from Japan; 28 from Malaysia; and an additional 209 students from 72 nations.	Monongalia	West Virginia	32 students from Japan; 23 from Kuwait; and an additional 210 students from 72 nations.
Kanawha	Pennsylvania		Kanawha	Pennsylvania	
Marion	New Jersey		Marion	New Jersey	
Harrison	Maryland		Harrison	Maryland	
Preston	New York		Preston	Virginia	

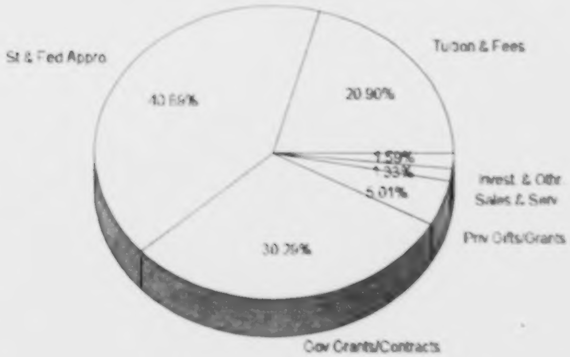
Degrees Awarded

	1994-95	1995-96	1996-97	1997-98	1998-99
Associate's	NA	NA	NA	NA	NA
Bachelor's	3,041	2,943	2,682	2,798	2,897
Master's	1,378	1,315	1,273	1,477	1,393
Post-Master's	0	2	0	0	0
First Professional	249	242	248	273	280
Doctoral	156	117	139	154	136

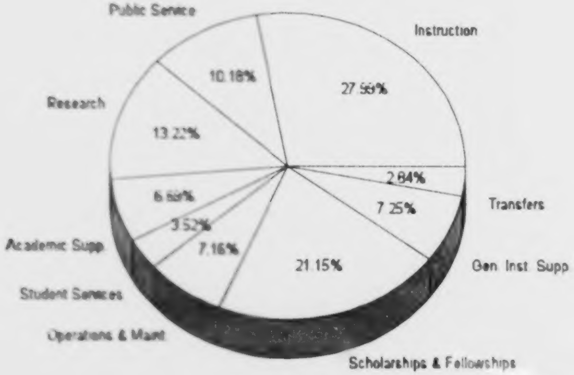
Regular Undergraduate Tuition and Fees (Per Semester)

	1994-95	1995-96	1996-97	1997-98	1998-99
Resident	$1,064	$1,096	$1,131	$1,168	$1,331
Non-Resident	$3,185	$3,392	$3,562	$3,678	$3,923

Educational and General Revenue, FY 1997-98
Total $432,981,000



Educational and General Expenditures and Transfers, FY 1997-98
Total $412,523,000



Potomac State College of WVU

Strategic Goals

! To provide high quality programs of instruction at the associate degree and certificate levels, including university-parallel transfer and career technical learning opportunities; to offer continuing education and community service activities for the economic and workforce development of the College's service area and the personal and professional growth of the citizenry; and to foster student development academically and socially.
! To bring faculty and non-classified staff to 95% of their peer average salaries within the SREB region.
! To develop new programming that meets the needs of PSC's service region and the technological needs of PSC's students, who must be able to compete in a modern, technological society.
! To become an innovator on the national level to specialize in reclaiming unprepared and under prepared students.
! To develop full-scale, meaningful partnerships with the public schools and community within PSC's service region.

Academic Programs

! Offers eight Associate of Arts degree programs with 37 majors and eight career-technical programs with 12 majors.
! Approved as site for West Virginia University Regents Bachelor of Arts Degree.
! Contracted as local Cisco Academy serving under West Virginia University Regional Academy.
! Distance Learning opportunities expanded through use of web-based independent study courses.
! Offers an Honors Program affording students more individualized, concentrated instruction and the opportunity to continue in the WVU Honors Program.
! Provides an early admission High School Honors Program (recently expanded offerings at Union and Martinsburg High Schools).
! Upward Bound project provides services designed to assist low-income high school students in developing the skills and motivation necessary to complete a secondary education program and to enter and succeed in postsecondary programs.
! Foundations Writing/Reading classes have been improved with the change to IBM compatible laboratory and the use of interactive tutorial software.
! Coordinates efforts with Thomas Education Center to provide classes for personal enrichment and accredited programs to residents of Tucker County.

Student Services

! The Federally Funded Student Services Program provides a wide range of academic support services to 175 first-generation, financial aid eligible students to help them be retained, to graduate, and to successfully transfer to four-year institutions.
! Counseling services are provided on campus through the Office of Student Affairs and Student Support Services.
! Each year, the Complementary Education Committee and the Student Government Association provide a series of entertainments, including performers, visiting artists, and art exhibits for the cultural enrichment of the college community and residents of the surrounding areas. Students are also encouraged to become involved in the more than 16 clubs and organizations designed to foster student leadership abilities and student-community involvement.
! One-Stop-Career Shop available in the Computer-Assisted Learning Center (CALC) with programs available to explore the job market, seek out educational opportunities, and research financial aid availability. Expected to be connected with West Virginia and Maryland Job Services by Fall 2000.
! A cybercafe is located in the Student Union to provide students a social environment for Internet and other computer networking activity.

Technology

! Offers computer-assisted instruction in writing skills in the CALC. The CALC will be Internet accessible beginning Summer 1999.
! One-Stop-Career Shop available in the CALC.
! Offers Internet access to all students via six computers in the Mary F. Shipper Library, and E-Mail accounts are available for all students who want them.
! Uses computers in the Office Automation Laboratories for news writing in journalism and for virtually all secretarial studies courses. Computers also play an integral part in the engineering classes, math classes, and some history classes.
! The college has five IBM compatible laboratories using state of the art equipment and software.
! Multi-media equipped classrooms available in six locations on campus.

- Fiber Optic wiring project allows all classrooms and faculty and staff offices to be networked and Internet accessible.
- WVNET capabilities available for students, economic development, and the community.
- A distance learning classroom affords opportunities for WVU and other institutions to offer courses at Potomac State.
- $60,000 library special funding committed to building Internet connectivity; preparing for the on-line cataloguing system; providing student access to the Internet, on-line catalogue, and CD-ROM information services; providing necessary training for library staff to enable their continued growth in competently managing an ever-growing technological facility.

Student Assessment

- Has implemented a college-wide assessment program approved by the North Central Accrediting Association and monitored by the Coordinator of Institutional Research and Assessment and the Assessment Council.
- All faculty are required to assess all courses taught using a minimum of three approved assessment measures.
- Follows all program review requirements and follows NCA accreditation process.
- Spring 1999 graduates of PSC equaled or exceeded the national averages on ACT CAAP tests in Reading, Writing, Mathematics, and Critical Thinking.

Faculty and Staff Development

- The institution of a merit pay plan and a cash award for Outstanding Professor of the Year are efforts on the part of PSC to recognize and foster excellence among our faculty. Associate Professor Phillip Douthitt received the Outstanding Professor Award in April 1999.
- The Faculty Development Council was created to provide a means of equitably distributing funds available for faculty development.
- The Classified Staff Council has provided funding to accommodate staff development ideas and issues.
- Faculty-Staff Development Day held as a kick off to each academic year, and workshops, seminars, and discussion groups are held throughout the year to provide faculty and staff with a means for growth within their professions and as employees of the college and the state.
- Virtually all faculty and administrators are on-line with the Internet and increasing use of electronic dissemination of information is evident.

Community Service

- Sponsors college-community band and chorus, hosts and financially assists the Highland Arts Unlimited and Apple Alley Players which present about 20 musical and theatrical events for the region annually. Recent productions include *Hello Dolly* and Celtic Dance Performances.
- Gives classes at Sugar Grove Naval Facility in Pendleton County, South Branch Technical Center in Grant County, and the Tucker County High School Career Center, thus providing higher education access to people in those areas.
- Offers several evening division classes at Martinsburg High School with access for non-traditional students and some dual credit options for high school students. College classes for high school students are also offered at Berkeley Springs HS, Moorefield HS, East Hardy HS, Keyser HS, Frankfort HS, Petersburg HS, Hampshire HS, and Tucker County HS.
- Participates in the Potomac Highlands Training Network through the Governor's Guaranteed Workforce Development Office.
- Provides displaced workers assistance through the Mineral County Development Authority, Bureau of Employment Services, and REAL.
- Has contracted with E-Commerce Connection to provide training services to small business owners and managers.
- Member of Potomac Highlands District Consortium for Community and Technical Colleges.
- Actively participates in Tech Prep Associate Degree Program; High Schools that Work; School-to-Work Transition; Partnerships in Education with Keyser Primary-Middle School, Keyser McDonald's, and New Creek School; Rural Entrepeneurship Through Action Learning (REAL) Welfare Transition Task Force; Mineral County Welfare Reform Committee.
- Participates with WVU Extension Services and Mineral County Board of Education to support a VISTA volunteer to coordinate child literacy initiatives. Program also provides opportunities for service learning.

Potomac State College of WVU

Enrollment Trends, Fall 1994-Fall 1998

	Fall 1994	Fall 1995	Fall 1996	Fall 1997	Fall 1998
Credit Headcount	1,056	1,163	1,108	1,209	1,121
Full-Time Equivalent (FTE)	885	940	891	965	884
First-Time Freshmen	405	465	410	398	374
Full-Time Undergraduate Transfers In	42	21	38	30	39

Credit Headcount Enrollment by Selected Categories

	Fall 1994		Fall 1995		Fall 1996		Fall 1997		Fall 1998	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	**1,056**	**100%**	**1,163**	**100%**	**1,108**	**100%**	**1,209**	**100%**	**1,121**	**100%**
Gender										
Male	564	53%	596	51%	600	54%	612	51%	560	50%
Female	492	47%	567	49%	508	46%	597	49%	561	50%
Residence										
WV Resident	814	77%	925	80%	930	84%	1,015	84%	927	83%
Non-Resident	242	23%	238	20%	178	16%	194	16%	194	17%
Attendance Status										
Full-Time	772	73%	789	68%	758	68%	801	66%	740	66%
Part-Time	284	27%	374	32%	350	32%	408	34%	381	34%
Level										
Undergraduate	1,056	100%	1,163	100%	1,108	100%	1,209	100%	1,121	100%
Graduate	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
First Professional	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Ethnicity										
White	955	90%	1,079	93%	1,031	93%	1,100	91%	1,033	92%
Black	87	8%	71	6%	63	6%	86	7%	69	6%
Other (includes international)	14	1%	13	1%	14	1%	23	2%	19	2%
Age (excludes "age unknown")										
Under 25	917	87%	980	84%	933	84%	1,004	83%	966	86%
25-29	39	4%	51	4%	38	3%	43	4%	43	4%
30-39	53	5%	63	5%	75	7%	70	6%	45	4%
40+	47	4%	69	6%	62	6%	92	8%	67	6%
Average Age	21		22		22		22		22	

Student Retention, Fall 1993 to Spring 1999

First-Time, Full-Time Freshmen receiving a degree within 6 years or who are still attending (based on attendance at any WV public institution): 136 (32.9%)

Number of Degree Programs Offered (as of 7/1/99)

Certificate	2	Post-Master's	NA
Associate's	14	First Professional	NA
Bachelor's	NA	Doctoral	NA
Master's	NA		

Residency of Undergraduates

Fall 1997			Fall 1998		
5 Top WV Counties	Top States (with at least 10 students)	International	5 Top WV Counties	Top States (with at least 10 students)	International
Mineral	West Virginia	1 student from Canada.	Mineral	West Virginia	3 students from Canada and 1 student from Jamaica.
Hampshire	Maryland		Hampshire	Virginia	
Grant	Virginia		Grant	Maryland	
Hardy	Pennsylvania		Hardy	Pennsylvania	
Tucker	New York		Berkeley	New York, Ohio	

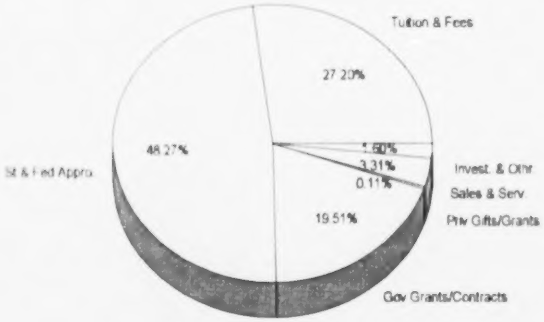
Degrees Awarded

	1994-95	1995-96	1996-97	1997-98	1998-99
Associate's	127	118	125	131	120
Bachelor's	NA	NA	NA	NA	NA
Master's	NA	NA	NA	NA	NA
Post-Master's	NA	NA	NA	NA	NA
First Professional	NA	NA	NA	NA	NA
Doctoral	NA	NA	NA	NA	NA

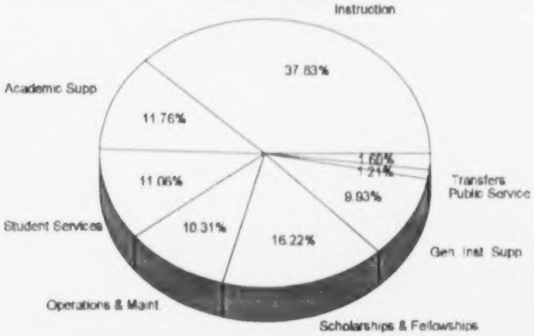
Regular Undergraduate Tuition and Fees (Per Semester)

	1994-95	1995-96	1996-97	1997-98	1998-99
Resident	$880	$906	$933	$963	$1,029
Non-Resident	$2,672	$2,822	$3,028	$3,126	$3,263

Educational and General Revenue, FY 1997-98
Total $7,985,000



Educational and General Expenditures and Transfers, FY 1997-98
Total $7,596,000



West Virginia University Institute of Technology

Strategic Goals

As a regional campus of WVU, a land-grant institution, the primary mission of WVU Tech is to provide technical and professional education and service to citizens of West Virginia. To carry out this mission, the goals of WVU Tech are to:

! Offer academic programs that enhance the ability of students to be critical thinkers, lifelong learners, and responsible citizens.
! Create a campus culture of service that supports and promotes economic and cultural development.
! Attract and retain a highly capable student body.
! Attract and retain qualified faculty and staff committed to professional development, scholarly and creative activities, and a quality learning environment.
! Foster an environment that promotes excellence, values diversity and supports personal growth.
! Acquire and effectively utilize the financial, human, informational, and physical resources needed to fulfill the mission of WVU Tech.

Academic Programs

! WVU Tech offers one master's degree, 25 bachelor's degrees, 13 associate degrees, and one certificate.
! WVU and WVU Tech formed the WV Engineering and Computer Science Education Enterprise to enhance engineering and computer science education and to improve the efficient use of campus resources to advance education, research, industrial development and economic growth in WV.
! The B.S. Nursing program admitted its first class in Fall 1998.
! In conjunction with College of WV in Beckley, WVU & WVU Tech are cooperating in the first two years of all engineering programs.
! The A.S. program in Office Administration was identified as a Program of Excellence in 1998 by the University System Board of Trustees Review.
! In 1999, the A.S. degree program in Dental Hygiene underwent a self-study and program review by American Dental Association Commission on Accreditation, and graduating students achieved 100% passage rate on board certification.
! A cooperative A.S. Degree in Respiratory Care Technology was established between Community & Technical College of WVU Tech and Carver Career & Technical Education Center. The first class of 15 students was admitted Fall 1998.
! The Community & Technical College has been involved with Fayette County schools in the development of a seamless curriculum program, assisting the school system in obtaining over $250,000 in funding to support this reform effort.
! The College of Engineering secured $323,000 in research grants in the past year.
! Tech Foundation, Inc. provided $500,000 in donations in support of academic programs.

Student Services

! CX Bridges 98, an online career planning service, was implemented to assist students in career exploration, skills testing and advising.
! Career Services, for the second year, increased by 25% the number of employers conducting on-campus interviews.
! The Director of International Students was elected to the National Association of International Education's committee on education and training.
! Tech Child Care Center continued to provide work experience for Valley High's Transition Program & Community & Adult Basic Education Program.
! Campus Safety was given a 100% certification by the FBI for compliance with National Crime Reporting provisions.
! Resident Assistants provided approximately 150 programs in the halls in 1998-99.
! Residence Life created a suite of 12 offices for student organizations so centrally located services can be provided.
! Renovations including a new ballroom floor, seating and lounge refurnishing was completed in the Student Center.
! Fifty-three nontraditional students were recognized for their achievements at a ceremony attended by faculty, staff, students, and family members.
! The Counseling Office offered workshops on conflict resolution, healthy communications, substance abuse, and managing anxiety.
! Tech Foundation, Inc. awarded $71,000 in scholarships in 1998-99.

Technology

! WVU Tech began implementation of a four-year plan for creation of a campus telecommunications infrastructure and for deployment of a campus LAN.
! The laying of the fiber optic campus backbone has been completed, and desktop access has begun.
! WVU Tech is implementing a college wide GroupWise software solution.
! Printing Technology received over $65,000 in donations of equipment, supplies, and scholarships from corporations and private donors.
! The Community & Technical College was named a Cisco Regional Academy by Cisco Systems, Inc. WVU Tech is the first state institution where students complete the full series of Cisco Internetworking courses before sitting for the Cisco Certified Network Administration Certification.
! Electrical Engineering Tech received a $30,000 grant from the Governor's Office of Technology to deliver computer repair and networking training.
! Tech Foundation, Inc. secured new technology equipment for various Tech programs valued in excess of $400,000.

Student Assessment

! WVU Tech has a comprehensive Assessment Program approved by the North Central Association of Colleges and Universities.
! Departmental academic assessment programs include entry, intermediate, and exit assessment.
! A Graduating Senior Survey is conducted to assess whether the WVU Tech education experience meets student expectations.
! The CAAP Examination is administered to assess mathematics, English, and critical thinking skills.
! Engineering, Engineering Technology, Nursing, and Dental Hygiene maintained national program accreditation.
! The Admissions Office surveyed all first-time freshmen, developing a typical student profile to determine what influenced their attending WVU Tech.

Faculty and Staff Development

! Tech Foundation provided $15,000 for Faculty Development, $4,000 for Staff Development, and $7,500 for faculty research.
! Tech Foundation administers for deans, chairs, and faculty members approximately $50,000 in faculty development accounts.
! Faculty/staff workshops were held in Distance Learning, ADA Assessment, Social Justice, Drug /Alcohol Abuse, Faculty Liability, and Web Page Devl.
! College of Business Humanities & Science held its first adjunct faculty orientation session.
! The chair of Electrical Engineering Technology attended Cisco's instructor certification training.
! Three Community and Technical College faculty serve as site visit team members on two national accrediting bodies.
! The chair of Electrical Engineering Technology serves as chair of the long-range planning committee of Engr Tech of Amer Soc of Engr Educ.

Community Service

! WVU Tech EDA University Center funded 20 economic development projects per year for the last 10 years granting over $1 million to WV communities.
! Engineering sponsored 30 professional development workshops serving 500 engineers needing professional development for license retention.
! Printing Technology Department, sponsored by Goss Graphic Systems, held a four-day National Web Press training workshop in 1998.
! WVU Tech received a grant to create a UMWA Career Center to retrain unemployed or displaced miners in southern WV.
! WVU Tech received a $34,000 Kellogg grant to develop community service activities for students within the curriculum.
! Extension and Community Service created a mobile PLC training lab with private industries donations to deliver training to Weyerhaeuser, AEP, and IBEW.
! Extension and Community Service delivered plant operator training, National Electric Code training, and plant instrumentation and electrical control technician training to various industries.
! WVU Tech and partner colleges through the Alliance for Ventures in Education formed a Workforce Clearinghouse to assist business in workforce training.
! The Extension and Community Service Department is assisting business and government in a five-county service area in delivering workforce training.
! The Small Business and Development Center assists businesses in the five-county area with start-up planning, obtaining loans, and support services.
! Institutional Advancement cooperated with Upper Kanawha Valley Economic Development Corp to secure $500,000 for studies to upgrade Route 60 to four lanes from Chelyan to Montgomery, and to secure $40,000 for planning a regional Technology Park for research and business development.

Institute of Technology
West Virginia University

West Virginia University Institute of Technology

Enrollment Trends, Fall 1994-Fall 1998

	Fall 1994	Fall 1995	Fall 1996	Fall 1997	Fall 1998
Credit Headcount	2,695	2,538	2,486	2,554	2,508
Full-Time Equivalent (FTE)	2,457	2,242	2,147	2,136	2,043
First-Time Freshmen	567	511	525	491	502
Full-Time Undergraduate Transfers In	174	127	146	157	116

	Fall 1994		Fall 1995		Fall 1996		Fall 1997		Fall 1998	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	**2,695**	**100%**	**2,538**	**100%**	**2,486**	**100%**	**2,554**	**100%**	**2,508**	**100%**
Gender										
Male	1,697	63%	1,595	63%	1,500	60%	1,563	61%	1,510	60%
Female	998	37%	943	37%	986	40%	991	39%	998	40%
Residence										
WV Resident	2,441	91%	2,338	92%	2,275	92%	2,320	91%	2,300	92%
Non-Resident	254	9%	200	8%	211	8%	234	9%	208	8%
Attendance Status										
Full-Time	2,201	82%	1,943	77%	1,896	76%	1,853	73%	1,767	70%
Part-Time	494	18%	595	23%	590	24%	701	27%	741	30%
Level										
Undergraduate	2,678	99%	2,515	99%	2,458	99%	2,534	99%	2,496	100%
Graduate	17	1%	23	1%	28	1%	20	1%	12	0%
First Professional	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Ethnicity										
White	2,464	91%	2,324	92%	2,262	91%	2,287	90%	2,233	89%
Black	117	4%	101	4%	108	4%	146	6%	141	6%
Other (includes international)	114	4%	113	4%	116	5%	121	5%	134	5%
Age (excludes "age unknown")										
Under 25	2,001	74%	1,768	70%	1,817	73%	1,815	71%	1,762	70%
25-29	231	9%	252	10%	245	10%	264	10%	240	10%
30-39	262	10%	274	11%	221	9%	231	9%	266	11%
40+	196	7%	244	10%	202	8%	243	10%	240	10%
Average Age	24		25		24		25		25	
Average Age (Undergraduates)	24		25		24		25		25	

Student Retention, Fall 1993 to Spring 1999

First-Time, Full-Time Freshmen receiving a degree within 6 years or who are still attending (based on attendance at any WV public institution): 282 (49.8%)

Number of Degree Programs Offered (as of 7/1/99)

Certificate	1	Post-Master's	NA
Associate's	14	First Professional	NA
Bachelor's	25	Doctoral	NA
Masters	1		

Residency of Undergraduates

Fall 1997			Fall 1998		
5 Top WV Counties	Top States (with at least 10 students)	International	5 Top WV Counties	Top States (with at least 10 students)	International
Kanawha Fayette Raleigh Nicholas Putnam	West Virginia Virginia Maryland Ohio	34 students from Afghanistan; 9 from Armenia; and an additional 15 students from 6 nations.	Kanawha Fayette Raleigh Nicholas Putnam	West Virginia Virginia Maryland Ohio	33 students from Afghanistan; 5 from Armenia; and an additional 12 students from 6 nations.

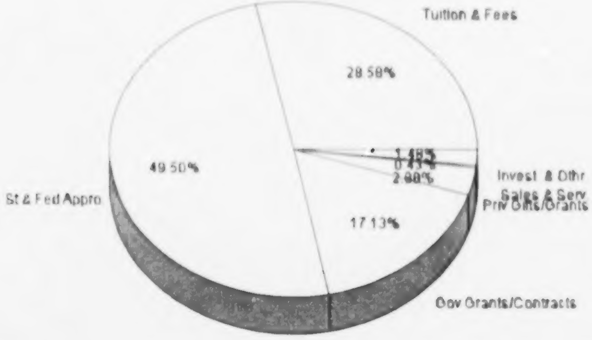
Degrees Awarded

	1994-95	1995-96	1996-97	1997-98	1998-99
Associate's	184	181	218	163	151
Bachelor's	338	341	300	271	256
Master's	11	7	5	4	5
Post-Master's	NA	NA	NA	NA	NA
First Professional	NA	NA	NA	NA	NA
Doctoral	NA	NA	NA	NA	NA

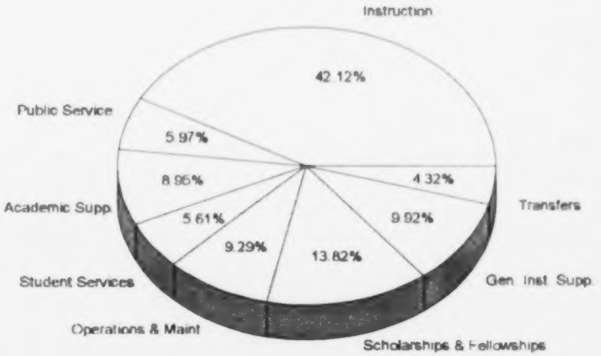
Regular Undergraduate Tuition and Fees (Per Semester)

	1994-95	1995-96	1996-97	1997-98	1998-99
Resident	$1,060	$1,113	$1,149	$1,185	$1,259
Non-Resident	$2,395	$2,800	$2,880	$2,973	$3,105

Educational and General Revenue, FY 1997-98
Total $20,268,000



Educational and General Expenditures and Transfers, FY1997-98
Total $19,012,000



West Virginia University at Parkersburg

Strategic Goals

West Virginia University at Parkersburg serves as a regional campus of West Virginia University. The institution has developed five focal points to enhance its development as a regional University campus and a higher education center:

! Respond to and meet the needs of students, customers and the service area through a basic mission that acknowledges WVU Parkersburg as a public college -- owned, operated and governed by the citizens of West Virginia.

! Continue to enhance the institution's community college and technical programs.

! Focus on efficiency in the college's operations and program offerings.

! Broaden and enhance the institution's function as part of WVU, providing opportunities for program and service expansion.

! Serve as lead institution in the seven-county district consortium committee and coordinate development of programs in a collaborative effort with a variety of public private agencies and institutions.

Academic Programs

! WVU Parkersburg offers two bachelor's degrees, two transfer associate degrees, 13 technical associate degrees, and four career certificates.

! Two additional baccalaureate degrees are available at WVU at Parkersburg, offered by WVU, as well as a number of graduate programs delivered by WVU and Marshall University.

! WVU Parkersburg's bachelor's degree in Elementary Education received accreditation status by the National Council for Accreditation of Teacher Education.

! A statewide certificate program in Manufacturing Supervision is being offered by WVU at Parkersburg.

! The college developed a Computer and Information Technology associate degree that will be implemented in the fall of 1999.

! Curriculum design was completed for the college's new associate degrees in Environmental Technology and Manufacturing Processes.

! Additional flexible format, alternative delivery courses were made available to students.

Student Services

! Activities to impact the institution's recruitment, registration and schedule development processes were key objectives for the year. A more efficient records management system was being implemented. Recruitment programs for targeted adult populations and a new institutional viewbook were developed.

! The campus celebrated "uni-di-versity" through a series of social justice activities and programs throughout the year.

Technology

! Enhancements in the campus technological network continued to be a focus. An upgrade of the college's LAN is nearly 80% complete and will provide 100mbps access to all campus offices and classrooms through category 5 unshielded twisted pair cable connected to a fiber optic network.

! More institutional faculty integrated technology applications, such as on-line class notes, syllabi and discussion groups, into the teaching/learning process.

Student Assessment

- WVU at Parkersburg incorporates a variety of direct and indirect measures to document proficiency in skills and competencies and to assess institutional goal achievements. In the past year, several instruments were used, including a graduate survey, academic profiling process and student satisfaction survey.

Faculty and Staff Development

- On-campus faculty workshops and active engagement in learning theories, instructional technologies, Internet, television courses, other alternative learning methods and web page preparation were highlighted to impact instructional effectiveness.

Community Service

- The college's Business, Industry and Development Services delivered computer training for area residents at its downtown computer center.
- The institution worked with the West Virginia Development Office in support of the Governor's Guaranteed Workforce Program.
- WVU Parkersburg continued to work with the Polymer Alliance Zone in developing educational and outreach activities in support of business/industry.
- The institution's Business, Industry and Development Services division provided pre-employment sessions for potential employees of the Coldwater Creek mail-order catalog company, newly located in Mineral Wells, WV.
- WVU at Parkersburg pursued collaborative projects with WVU to more fully respond to area educational and training needs.

WVU at Parkersburg

Enrollment Trends, Fall 1994-Fall 1998

	Fall 1994	Fall 1995	Fall 1996	Fall 1997	Fall 1998
Credit Headcount	3,612	3,719	3,421	3,443	3,368
Full-Time Equivalent (FTE)	2,395	2,444	2,273	2,242	2,229
First-Time Freshmen	782	805	713	654	675
Full-Time Undergraduate Transfers In	93	124	78	89	90

Credit Headcount Enrollment by Selected Categories

	Fall 1994		Fall 1995		Fall 1996		Fall 1997		Fall 1998	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	**3,612**	**100%**	**3,719**	**100%**	**3,421**	**100%**	**3,443**	**100%**	**3,368**	**100%**
Gender										
Male	1,394	39%	1,454	39%	1,298	38%	1,307	38%	1,298	39%
Female	2,218	61%	2,265	61%	2,123	62%	2,136	62%	2,070	61%
Residence										
WV Resident	3,477	96%	3,610	97%	3,325	97%	3,358	98%	3,270	97%
Non-Resident	135	4%	109	3%	96	3%	85	2%	98	3%
Attendance Status										
Full-Time	1,943	54%	1,927	52%	1,849	54%	1,787	52%	1,860	55%
Part-Time	1,669	46%	1,792	48%	1,572	46%	1,656	48%	1,508	45%
Level										
Undergraduate	3,612	100%	3,719	100%	3,421	100%	3,443	100%	3,368	100%
Graduate	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
First Professional	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Ethnicity										
White	3,543	98%	3,635	98%	3,346	98%	3,375	98%	3,293	98%
Black	24	1%	31	1%	26	1%	30	1%	25	1%
Other (includes international)	45	1%	53	1%	49	1%	38	1%	50	1%
Age (excludes "age unknown")										
Under 25	2,053	57%	2,119	57%	1,998	58%	2,063	60%	1,998	59%
25-29	449	12%	435	12%	381	11%	407	12%	408	12%
30-39	689	19%	663	18%	570	17%	564	16%	512	15%
40+	421	12%	498	13%	470	14%	409	12%	450	13%
Average Age	27		27		27		26		26	

Student Retention, Fall 1993 to Spring 1999

First-Time, Full-Time Freshmen receiving a degree within 6 years or who are still attending (based on attendance at any WV public institution): 236 (35.0%)

Number of Degree Programs Offered (as of 7/1/99)

Certificate	3	Post-Master's	NA
Associate's	17	First Professional	NA
Bachelor's	2	Doctoral	NA
Master's	NA		

Residency of Undergraduates

Fall 1997			Fall 1998		
5 Top Counties	Top States (with at least 10 students)	International	5 Top Counties	Top States (with at least 10 students)	International
Wood	West Virginia	None	Wood	West Virginia	1 student from Kenya
Jackson	Ohio		Jackson	Ohio	
Ritchie			Ritchie		
Pleasants			Pleasants		
Roane			Roane		

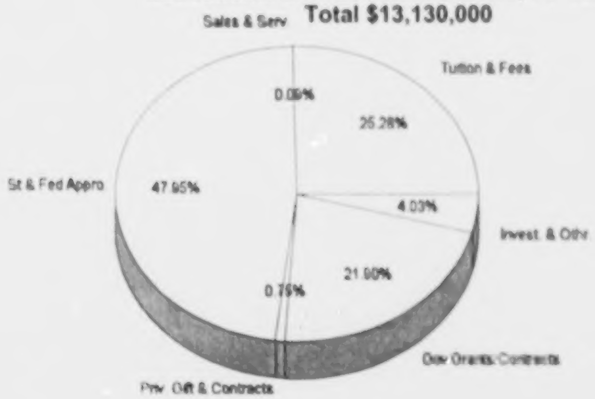
Degrees Awarded

	1994-95	1995-96	1996-97	1997-98	1998-99
Associate's	258	259	239	267	261
Bachelor's	85	100	79	68	77
Master's	NA	NA	NA	NA	NA
Post-Master's	NA	NA	NA	NA	NA
First Professional	NA	NA	NA	NA	NA
Doctoral	NA	NA	NA	NA	NA

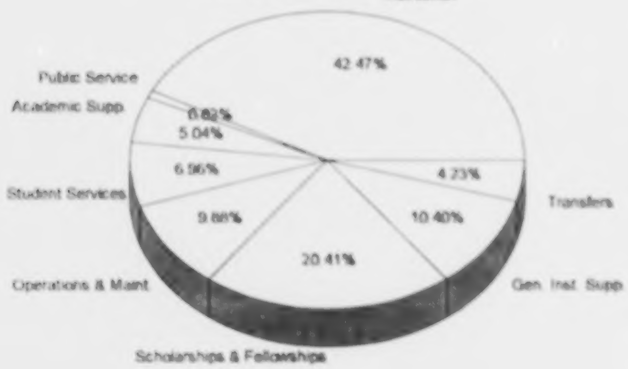
Regular Undergraduate Tuition and Fees (Per Semester)

	1994-95	1995-96	1996-97	1997-98	1998-99
Resident	$564	$582	$600	$620	$ 675
Non-Resident	$1,764	$1,818	$1,908	$1,970	$2,069

Educational and General Revenue, FY 1997-98
Total $13,130,000



Educational and General Expenditures and Transfers, FY 1997-98
Total $13,274,000



MU

Marshall University

Strategic Goals

! Deliver quality undergraduate education.
! Enhance graduate education.
! Expand the body of human knowledge and achievement through research and creative arts activities.
! Serve society through public service.
! Promote diversity in the student body, faculty, staff, and educational programs.
! Foster academic freedom and shared governance.
! Maintain rigorous standards and high expectations for student learning and performance.

Academic Programs

! MU was chosen as one of the top 100 colleges in the nation in the "Student Guide to America's 100 Best College Buys, 2000."
! Marshall hit a record high enrollment for the third straight year with 16,009 students in the Fall, including South Charleston and affiliated campuses.
! Former Surgeon General C. Everett Koop gave the keynote speech at the annual Honors Convocation.
! Programs In the College of Nursing and Health Professions that received initial or continued accreditation were: the Master of Science in Nursing, the Medical Technology and Medical Lab Technology programs, and the Masters in Communication Disorders.
! The College of Fine Arts hosted the 1999 WV Governor's School for the Arts in July, and will host the program again in 2000.
! The Robert C. Byrd Center for Rural Health, the base for MU's rural medicine outreach program, was part of the $75 million in new academic facilities completed in 1998-99.
! The W. Page Pitt School of Journalism and Mass Communications became a free-standing academic unit in 1999.
! Career Services and the College of Science developed and implemented an internship program that will place 25 students annually.
! The Third Biennial Multicultural and International Conference theme was "Globalversity: Education, Business, Science, The Arts and Humanities."
! The Graduate College developed three new programs for teacher certification: Teaching English as a Second Language, Teaching the Visually Impaired (with WVU), and Social Services and Attendance Personnel. In addition, the Masters of Journalism will be offered at South Charleston.
! A new multidisciplinary, on-line major in the BBA degree, Business Science and Technology, will be offered Fall 1999.
! A John Marshall Research Center opened in 1999 with presentations by a panel of national John Marshall Scholars including Jean Edward Smith, the first John Marshall professor.
! Three new library facilities opened in 1998-99: the John Deaver Drinko Library and the Health Sciences Library in Huntington and the MUGC Library at the South Charleston campus.
! The School of Extended Education initiated an off-campus Aviation Technology Program in Parkersburg.
! The College of Education and Human Services hosted a symposium, "Charter Schools: Questions, Promises, Obstacles," in September 1998.

Student Services

! A new Academic Support Center combines tutoring, advising and writing in one facility, part of the new University College.
! The Career Services Center hosted EDUCATOR EXPO 99, the largest teachers' employment fair in the state.
! Nine thousand students received over $48 million dollars in financial aid in 1998-99.
! The Higher Education for Learning Problems (HELP) program served 200 learning disabled students in 1998-99.
! Ninety-eight faculty and staff, including President J. Wade Gilley, volunteered to teach sections of UNI 101, New Student Seminar.
! The Office of Student Affairs created the John Marshall Emerging Leaders Institute to cultivate effective student leaders.
! The Templeton Guide to Colleges that Encourage Character Development chose the Substance Abuse Prevention program as an exemplary program.

Technology

! Marshall is one of the top electronic course developers in the country, offering 300 courses that use Web-CT software, 60 totally on-line.
! The Drinko Library increased student computer access by adding a 24-hour Study Center, 170 high-end workstations, and 60 ThinkPad notebooks.

! The Marshall Technology Institute is offering advanced information technology training with Kanawha County Schools for teams from ten high schools.
! Faculty in the College of Fine Arts are collaborating with high school faculty to develop CD-ROM modules for art education in the state.
! The Graduate College will test pilot Electronic Theses and Dissertations starting Fall 1999.
! The Department of Residence Services completed the wiring of all residence hall rooms for Internet access in 1998.
! Banner Web for Faculty, which allows for faculty grade entry online, became available during Spring 1999 term.
! MU created a Learning Resource Center and an interactive video distance learning classroom at the Larry Joe Harless Community YMCA in Gilbert and one computer classroom and two interactive video distance learning classrooms in the new Mid-Ohio Valley Center in Point Pleasant.

Student Assessment

! In AY 1998-99, the Assessment and Program Review Office:
    Administered the ACT CAAP Writing Essay to 263 students.
    With the English Department, devised and administered an in-house writing essay exercise to 1,013 students in English classes.
    With the Math Department, administered the ETS Academic Profile examination to 142 students.
    Initiated a pilot project in assessing oral communication competency and computer competency and information literacy.
    Completed Graduate Outcomes Survey, Graduating Senior Survey, and the General Education Outcomes Survey for 1997-98 graduates.
    Provided directions and assistance for the preparation of 28 program reviews.
! The Flashlight Project was implemented to evaluate the technology used in all electronic courses.

Faculty and Staff Development

! The Center for the Study of Ethnicity and Gender in Appalachia received a second $250,000 grant from the Rockefeller Foundation.
! MUGC received five Eisenhower Professional Development grants to provide support for teacher training programs in math, science, reading, and Spanish for teachers in Kanawha, Raleigh, McDowell, and Calhoun counties.
! Writing Across the Curriculum training has been provided for 211 faculty, 56% of the total undergraduate faculty.
! Outstanding teaching awards this year went to Victor Lombardo, Alan Altany, Montserrat Miller, Katharine Rodier, and Deborah Meehan.
! Distinguished artists and scholars selected this year were Beverly Delidow, Barbara Guyer, and Michael Norton.
! Four faculty received Distinguished Service Awards and 14 received the Presidential Service Awards.
! Marshall received a six-year, $12 million grant for an Appalachian Transportation Research Institute, in addition to more than $20 million in federally funded initiatives already in place.
! Chemistry professor William Price was awarded the 1999 American Society for Mass Spectrometry Research Award of $25,000.

Community Service

! Nursing faculty and students volunteered on a medical mission to Russia and assisted many community agencies in the Tri-State region.
! With the help of the Teubert Foundation, the University Libraries purchased equipment to serve the needs of visually impaired patrons.
! The School of Extended Education delivered dual credit and college courses in high schools to a total of 333 students in 1998-99.
! Ten teachers from West Virginia and Ohio learned DNA fingerprinting techniques at the School of Medicine to share with their students.
! The departments of Music, Theatre, and Art offered classes for hundreds of non-college students through ArtOp, Music Prep, and Theatre Prep.
! The Student Affairs Division sponsored a fall Volunteer Fair in which 19 community agencies met with interested students.
! The English Department provided a summer Writing Institute and the Geography Department sponsored a spring workshop for teachers.
! The Center for Business and Economic Research has undertaken four major studies for the Governor's Commission on Fair Taxation.
! Davis Creek Elementary, in cooperation with Marshall University, received a NASA K-12 grant to continue the LEGO Project with emphasis on robots.
! The new Child Care Development Academy, serving Marshall students, staff, and faculty as well as the community, opened in Fall 1999.
! The College of Education and Human Services received an Enterprise Grant through the city of Huntington to provide tutors for schools.

Marshall University

Enrollment Trends, Fall 1994-Fall 1998

	Fall 1994	Fall 1995	Fall 1996	Fall 1997	Fall 1998
Credit Headcount	12,659	12,461	13,164	13,596	16,008
Full-Time Equivalent (FTE)	9,738	9,715	10,265	10,513	11,807
First-Time Freshmen	2,093	2,032	2,061	2,278	2,381
Full-Time Undergraduate Transfers In	541	520	527	551	518

Note: 1998-99 data reflect the merger of Marshall University with WV Graduate College. For historical WV Graduate College data, please refer to previous Report Card publications

Credit Headcount Enrollment by Selected Categories

	Fall 1994		Fall 1995		Fall 1996		Fall 1997		Fall 1998	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	**12,659**	**100%**	**12,461**	**100%**	**13,164**	**100%**	**13,596**	**100%**	**16,008**	**100%**
Gender										
Male	5,786	46%	5,643	45%	6,100	46%	6,372	47%	7,176	45%
Female	6,873	54%	6,818	55%	7,064	54%	7,224	53%	8,832	55%
Residence										
WV Resident	10,788	85%	10,545	85%	11,110	84%	11,252	83%	13,496	84%
Non-Resident	1,871	15%	1,916	15%	2,054	16%	2,344	17%	2,512	16%
Attendance Status										
Full-Time	8,766	69%	8,727	70%	9,302	71%	9,506	70%	10,207	64%
Part-Time	3,893	31%	3,734	30%	3,862	29%	4,090	30%	5,801	36%
Level										
Undergraduate	10,303	81%	10,210	82%	10,876	83%	11,343	83%	11,706	73%
Graduate	2,154	17%	2,053	16%	2,084	16%	2,053	15%	4,096	26%
First Professional	202	2%	198	2%	204	2%	200	1%	206	1%
Ethnicity										
White	11,853	94%	11,666	94%	12,348	94%	12,739	94%	14,925	93%
Black	492	4%	472	4%	497	4%	506	4%	600	4%
Other (includes international)	314	2%	323	3%	319	2%	351	3%	483	3%
Age (excludes "age unknown")										
Under 25	8,152	64%	8,095	65%	8,370	64%	8,640	64%	9,208	58%
25-29	1,551	12%	1,559	13%	1,831	14%	1,819	13%	2,193	14%
30-39	1,522	12%	1,488	12%	1,515	12%	1,568	12%	2,117	13%
40+	1,426	11%	1,312	11%	1,413	11%	1,533	11%	2,399	15%
Average Age	26		26		26		26		27	
Average Age (Undergraduates)	24		24		24		25		24	

Student Retention, Fall 1993 to Spring 1999

First-Time, Full-Time Freshmen receiving a degree within 6 years or who are still attending (based on attendance at any WV public institution): 939 (51.6%)

Number of Degree Programs Offered (as of 7/1/99)

Certificate	2	Post-Master's	2
Associate's	23	First Professional	1
Bachelor's	42	Doctoral	1
Master's	41		

Residency of Undergraduates

Fall 1997: 5 Top WV Counties	Fall 1997: Top States (with at least 10 students)	Fall 1997: International	Fall 1998: 5 Top Counties	Fall 1998: Top States (with at least 10 students)	Fall 1998: International
Cabell	West Virginia	15 students from China; 10 from Japan; and an additional 49 students from 26 nations.	Cabell	West Virginia	24 students from China; 12 from Canada; and an additional 50 students from 24 nations.
Kanawha	Ohio		Kanawha	Ohio	
Wayne	Kentucky		Wayne	Kentucky	
Putnam	Virginia		Putnam	Virginia	
Mason	Pennsylvania		Mason	Pennsylvania	

Note: 1998-99 data reflect the merger of Marshall University with WV Graduate College. For historical WV Graduate College data, please refer to previous Report Card publications.

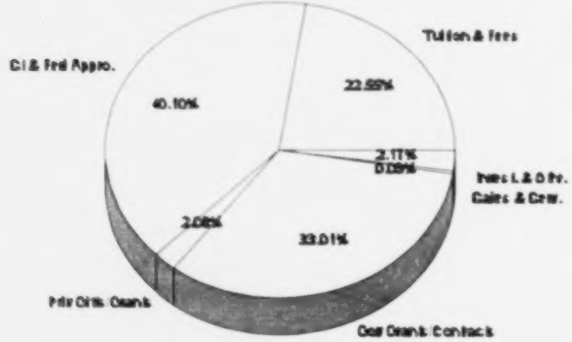
Degrees Awarded

	1994-95	1995-96	1996-97	1997-98	1998-99
Associate's	201	233	227	237	206
Bachelor's	1,114	1,115	1,154	1,168	1,205
Master's	438	462	449	495	870
Post-Master's	0	1	0	2	20
First Professional	48	45	48	49	47
Doctoral	3	3	4	4	3

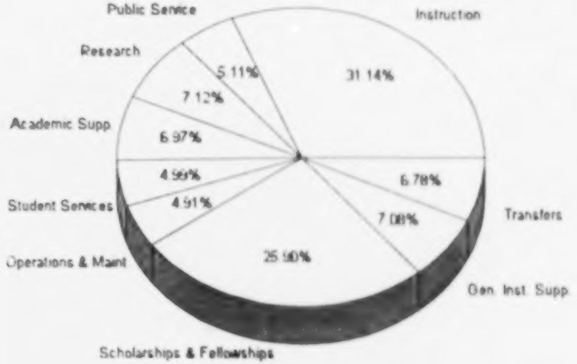
Regular Undergraduate Tuition and Fees (Per Semester)

	1994-95	1995-96	1996-97	1997-98	1998-99
Resident	$995	$1,025	$1,058	$1,092	$1,174
Non-Resident	$2,712	$2,848	$2,939	$3,033	$3,147

Educational and General Revenue, FY 1997-98
Total $148,888,000



Educational and General Expenditures and Transfers, FY 1997-98
Total $151,564,000



West Virginia School of Osteopathic Medicine

Strategic Goals

! Continue program of excellence.
! Provide primary care physicians for rural and underserved West Virginia and Appalachia.
! Maintain a strong institutional orientation to primary care with emphasis on Family Practice.
! Enhance the use of educational technology.
! Meet institutional salary goals.
! Participate in the Osteopathic Postgraduate Training Institute (OPTI) to enhance the pre- and postdoctoral educational program.
! Enhance program in geriatric education.
! Incorporate information technology into all facilities by expansion or renovation.

Academic Programs

! Curriculum maintains an orientation towards primary care and placement in rural and underserved West Virginia.
! WVSOM continues to expand the use of problem-oriented, case-based learning in the preclinical curriculum.
! Osteopathic Principles and Practice, the mainstay of the osteopathic medical profession, is integrated throughout the pre- and postdoctoral curriculum.
! WVSOM continues its strong support of, and participation in, the West Virginia Rural Health Education Partnerships (RHEP).
! Supervised preclinical medical students provide services for a community osteopathic care clinic.
! Clinical rotation opportunities are being expanded in the Robert C. Byrd Clinic, the primary care center associated with WVSOM.

Student Services

! The admissions process is geared toward admitting students who exhibit strong interest in pursuing a career in rural primary care medicine in West Virginia.
! Student Services is committed to offering student-oriented, multifaceted services while students are enrolled and whenever possible, to those of alumni status.
! Recruitment efforts are directed to high schools, colleges, and universities in West Virginia.
! WVSOM hosts Open Houses and conferences throughout the year to inform both prospective students and pre-medical advisors about the opportunities available at WVSOM and in osteopathic medicine.
! Recruitment efforts are also directed towards nontraditional prospects by means of visits to community sites where the workforce has an opportunity to obtain information about the program at WVSOM.
! Recruiting materials have been developed for use with telecommunication technologies.
! WVSOM has a strong commitment to providing student scholarship opportunities and offers extensive pre- and post-loan counseling.
! WVSOM provides counseling resources supporting primary care interests.
! Student support includes a full-time counselor, peer advisors, and faculty advisors.
! An annual three-day program, "Smart Start", introduces incoming students to the academic environment prior to matriculation.

Technology

! WVSOM continues a major commitment to integrating the on- and off-campus environments through the use of technology.
! The off-campus access system has been upgraded to make it easier for students to access campus resources.
! Computer resources in the learning resources center have been improved and expanded.
! Computer resources for faculty and staff are continually upgraded to meet new benchmarks for productivity.
! Classrooms are continually upgraded to integrate educational technology into classroom presentations.

- WVSOM continually upgrades Web applications to improve access to information and resources for students, faculty, and staff.
- WVSOM obtained federal funding to develop an integrated Wide Area Network for clinical rotations.
- WVSOM obtained federal funding to provide instructional support for clinical faculty in the use of information technology.
- WVSOM's anatomy department has pioneered the use of plastination technology in educational settings.
- Anatomy faculty developed tables that significantly reduce exposure to chemicals.

Student Assessment

- Students are required to pass Level I of COMLEX USA, the Osteopathic Boards, to be promoted from phase II (sophomore year) to phase III (junior year) of the curriculum.
- Passage of level II of COMLEX USA is a requirement for graduation.
- WVSOM is increasing the use of alternative evaluation formats, such as case presentations and small group problem solving, as well as continued use of the interdisciplinary sessions of the RHEP program.
- WVSOM continues a commitment to site visits of required clinical rotation locations.

Faculty and Staff Development

- Annual professional development workshops and seminars are provided for all managers.
- Annual professional development workshops and seminars are provided for all classified employees.
- WVSOM helps organize and participates in faculty development programs focused on the goals and teaching strategies of the Rural Health Educational Partnerships program.
- Bimonthly workshops focused on human resource issues have been initiated for all supervisors and faculty.
- Training videos have been provided to maintenance employees to meet OSHA requirements.
- Additional emphasis is being placed on programs for adjunct faculty who teach in internship and residency training programs.
- Development goals are part of each faculty member's annual self-study and evaluation. These goals include those specific to the ongoing integration of osteopathic principles and practices in the curriculum.
- WVSOM has an on-going commitment to promote the appropriate use of educational technology.

Community Service

- WVSOM supports and conducts male and female health screenings.
- Continuing a strong commitment to the "Partners in Education" program.
- Longstanding support of the faculty initiated "Science Enrichment Program" that benefits public schools and colleges throughout West Virginia.
- WVSOM continues an "Anatomy Enrichment" program that benefits schools throughout West Virginia and surrounding states.
- A WVSOM faculty member entered the CATS-chemistry course involving K-12 teachers, Glenville State, WV Wesleyan, and WV Dept. of Education.
- WVSOM operates a booth at the West Virginia State Fair for blood pressure and cholesterol measurements.
- Continuing partnership with the Family Refuge Center in Domestic Violence prevention.
- WVSOM faculty and staff have developed an educational program for cancer awareness.
- Free physicals for youth groups.
- Participation in PATCH.
- WVSOM students participate in "Community Outreach and Relief Effort" (CORE), a community service project developed by the American Medical Student Association to provide assistance to terminally ill patients and their families.
- Annual award given to a student organization for community service and outreach. In 1998-1999, Sigma Sigma Phi for "Heart of the Holidays."
- The WVSOM student Osteopathic Clinic has provided approximately $40,000 in free health care to the community.

West Virginia School of Osteopathic Medicine

Enrollment Trends, Fall 1994-Fall 1998

	Fall 1994	Fall 1995	Fall 1996	Fall 1997	Fall 1998
Credit Headcount	258	260	261	261	260
Full-Time Equivalent (FTE)	258	260	261	261	260
First-Time Freshmen	NA	NA	NA	NA	NA
Full-Time Undergraduate Transfers In	NA	NA	NA	NA	NA

Credit Headcount Enrollment by Selected Categories

	Fall 1994		Fall 1995		Fall 1996		Fall 1997		Fall 1998	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	**258**	**100%**	**260**	**100%**	**261**	**100%**	**261**	**100%**	**260**	**100%**
Gender										
Male	170	66%	166	64%	158	61%	155	59%	150	58%
Female	88	34%	94	36%	103	39%	106	41%	110	42%
Residence										
WV Resident	203	79%	202	78%	200	77%	190	73%	185	71%
Non-Resident	55	21%	58	22%	61	23%	71	27%	75	29%
Attendance Status										
Full-Time	258	100%	260	100%	261	100%	261	100%	260	100%
Part-Time	0	0%	0	0%	0	0%	0	0%	0	0%
Level										
Undergraduate	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Graduate	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
First Professional	258	100%	260	100%	261	100%	261	100%	260	100%
Ethnicity										
White	238	92%	241	93%	241	92%	242	93%	242	93%
Black	9	3%	9	3%	8	3%	6	2%	5	2%
Other (includes international)	11	4%	10	4%	12	5%	13	5%	13	5%
Age (excludes "age unknown")										
Under 25	70	27%	77	30%	68	26%	70	27%	73	28%
25-29	101	39%	105	40%	123	47%	124	48%	124	48%
30-39	61	24%	54	21%	49	19%	51	20%	47	18%
40+	26	10%	24	9%	21	8%	16	6%	15	6%
Average Age	29		29		28		28		28	

Number of Degree Programs Offered (as of 7/1/99)

Certificate	NA	Post-Master's	NA
Associate's	NA	First Professional	1
Bachelor's	NA	Doctoral	NA
Master's	NA		

Residency of All Students

Fall 1997

5 Top WV Counties	Top States (with at least 10 students)	International
Greenbrier	West Virginia	None
Mercer	Georgia	
Cabell	Tennessee	
Kanawha		
Ohio		

Fall 1998

5 Top WV Counties	Top States (with at least 10 students)	International
Greenbrier	West Virginia	None
Cabell	Georgia	
Mercer	Tennessee	
Ohio	Virginia	
Kanawha, Monongalia, Raleigh		

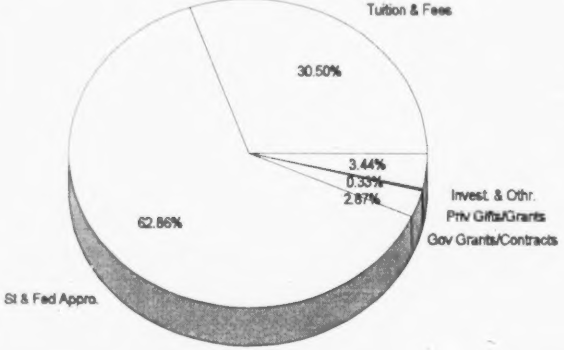
Degrees Awarded

	1994-95	1995-96	1996-97	1997-98	1998-99
Associate's	NA	NA	NA	NA	NA
Bachelor's	NA	NA	NA	NA	NA
Master's	NA	NA	NA	NA	NA
Post-Master's	NA	NA	NA	NA	NA
First Professional	60	63	63	60	64
Doctoral	NA	NA	NA	NA	NA

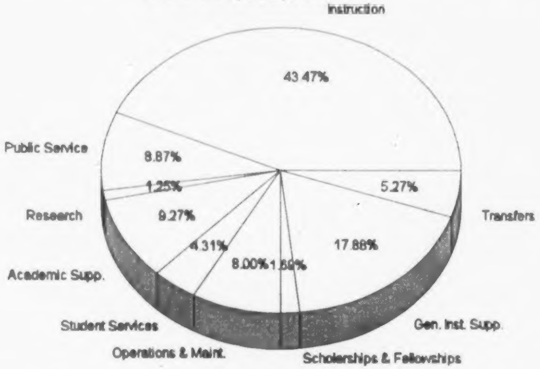
Regular First Professional Tuition and Fees (Per Semester)

	1994-95	1995-96	1996-97	1997-98	1998-99
Resident	$4,200	$4,650	$5,025	$5,375	$5,745
Non-Resident	$10,327	$12,502	$12,950	$13,700	$14,495

Educational and General Revenue, FY 1997-98
Total $11,934,000



Educational and General Expenditures and Transfers, FY 1997-98
Total $11,668,000



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State College System

Bluefield State College
Concord College
Fairmont State College
Glenville State College
Shepherd College
West Liberty State College
West Virginia State College
Southern WV Community and Technical College
WV Northern Community College

STATE COLLEGE SYSTEM OF WEST VIRGINIA
STRATEGIC PLAN

INTRODUCTION

The State College System Strategic Plan contains a proposed set of directives and initiatives that are designed to achieve the goals and objectives mandated by the Legislature in Section 18B-1-1a. Campus plans also contain initiatives which are consistent with the eight principles and the legislation. The Board of Directors' system plan begins with the purpose statement followed by the eight principles. For each principle, there are suggestions for achieving the intent of the principle.

PURPOSE OF HIGHER EDUCATION

The purpose of West Virginia's system of public higher education is to serve as the driving force that propels and sustains individual, community, and economic development as well as good citizenship in West Virginia through education, training, research, service, and leadership.

PRINCIPLE I. PREPARING FOR LIFE'S WORK

It is essential that higher education prepare people for a successful lifetime of work and contribution which includes participating in a democratic society and a global economy as involved and informed citizens.

Graduate Assessment:

Beginning with the 1996 graduating class, conduct a survey following graduation to assess the graduates' (1) satisfaction with their educational experiences and preparation for employment and (2) success in finding employment related to the area of preparation or admission to graduate school or other professional program.

Assessment of Learning Competencies:

By May 1, 1997, the State College System will define a system for assessing students before graduation to determine the level of competency in essential areas identified in statute as reading, oral and written communications, mathematics, critical thinking, science and technology, research and human relations. The intent is to measure the skills of graduates as a means of assessing the quality of the academic programs. The assessments are to be used for the 1997-98 academic year and will be given to both associate and baccalaureate level students.

Citizenship:

Each state college will have implemented a citizenship component to the curriculum. There are two key components, (1) stressing the responsibilities and privileges of citizens in our democratic society and (2) student service.

Consortia:
By July 1, 1996, the community and technical colleges will have established regional consortia to address community and technical college education and workforce development needs of each institution's service region.

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PRINCIPLE II. INCREASING EDUCATIONAL OPPORTUNITIES AND STANDARDS

Increase access to and participation in higher education without diminishing standards and assist K-12 education in getting students ready for higher education.

ACT/SAT Test Score Improvement:

By March 1, 1996, institutions should identify a minimum of two counties to cooperatively plan and improve American College Test (ACT) and/or Scholastic Assessment Test (SAT) scores for college bound students. The Central Office will provide to each institution the following: (1) ACT or SAT scores, (2) additional demographic information, and (3) information on success in college for the graduates of each county. The benchmark will be for students in the county to meet or exceed the national average score for each of the sub-tests within the ACT or SAT.

Pre-College Planning and Counseling:

Each institution will work with the cooperating counties on a plan to increase the percentage of students attending postsecondary education directly from high school. The initial benchmark will be the average college-going rate from high school to college in states affiliated with the Southern Regional Education Board.

Non-Traditional Students:

Because of the low college-going rate directly from high school, there is a substantial population of persons 25 years of age or older who have not experienced college level educational opportunities. The institutions, with assistance from the Central Office, will work out a system of identifying and tracking their students over 25 years of age to measure their college attendance and persistence rates as well as to determine employment patterns.

College Courses for High School Students:

The state colleges, together with the cooperating counties, will make a concerted effort to increase and make accessible more college courses for qualified high-school students. High-school students may qualify for academic credit through courses offered by the college or through successful completion of advanced placement examinations. The institutions and the high schools will do follow-up studies to assess the success rates of these students in college. For high-school students who enroll in college courses, the college will measure entry to success ratios.

Common Admissions Form:

Beginning with the fall of 1996 class, all public institutions in West Virginia will accept a common application form for admissions.

Retention Rates:

All state colleges will implement programs to retain qualified students and report graduation rates annually to the Board of Directors.

PRINCIPLE III. PARTNERING FOR QUALITY AND EFFICIENCY

Achieve through the strategic planning and implementation process the formation of partnerships and the merging of programs, administrative services, and/or institutions where they will result in higher quality and greater efficiency.

Efficiency and Productivity:

Each of the state colleges will attain at least ten percent more production in comparison with peer institutions in the SREB region as measured by the ratio of student credit hours taught to the number of full-time equivalent faculty.

Degree Credit Hour Requirement:

By September 1, 1996, the Chancellor will report on the credit hour requirement for degree completion for each associate and/or baccalaureate program of study and the availability of courses to students. The intent will be to determine the actual number of credit hours taken by students who graduate in those programs and any other factor which may limit students' ability to complete degrees in a timely fashion. Consideration may be given to the establishment of a limitation on credit hour requirements for an academic program.

PRINCIPLE IV. MEASURING BY RESULTS

Establish a system of performance measures and rewards based on outcomes rather than inputs by which the quality and efficiency of higher education in the state can be measured and opportunities for improvement can be identified to achieve the aims of the statutory mandates.

Eight Principles Update:

Beginning with the November 1, 1996 submission of campus strategic plan updates the institutions will use the eight principles as part of the format. For each principle and/or category the college will have defined a set of quantitative performance measures and, where possible, benchmarks for evaluating results.

Resource Allocation Model Review:

The Board of Directors, with the Board of Trustees, will study and review the current Resource Allocation Model in relation to the intent of S.B. 547. The Central Office will work with both systems to develop a set of guiding principles and update the Resource Allocation Model, if necessary, and the Board of Directors will report to the Legislative Oversight Commission on Educational Accountability (LOCEA) by December 1, 1996.

The Report Card:

The 1996 Report Card will include aggregate financial and other key indicators of system and institutional performance. Where appropriate and available, these indicators will be incorporated into the quarterly reports beginning with the first quarter of 1996-97.

PRINCIPLE V. TRANSFORMING EDUCATION THROUGH TECHNOLOGY

Become a national leader in using technology to enhance access to learning and to improve the quality and cost-effectiveness of education.

Students and Computers:

Each state college will report in the November 1, 1996 annual update of its strategic plan the methods by which students will have access to computers and the means to connect personal computers to the campus-based system.

Technology-Based Courses:

The Board of Directors will be in a position to adopt a policy with the Board of Trustees for a cooperative program of development of technology-based courses.

Instructional Technology and Networking:

By November 1, 1996, each institution will submit a plan for the development of an instructional technology network. The plan will include: (1) description of the network connecting buildings, residence halls, libraries, student areas, etc.; (2) appropriate wiring configurations and network capacity; (3) funding plan and time-line for implementation; and (4) network linkages to off-campus centers.

Faculty Development in Instructional Technology:

By November 1, 1996, each campus' updated plan will provide guidelines for a program of faculty development and the faculty reward system that will encourage faculty to acquire skills in application of technology in the teaching-learning process.

PRINCIPLE VI. REWARDING STRATEGIC CHANGE

Reward institutions that implement innovative strategic changes as envisioned in statute including relieving them of burdensome regulatory requirements thus enabling better use of both human and physical resources.

Innovation and Change:

The State College System will develop guidelines by December 1, 1996 for the allocation of special priority funds to institutions which have implemented innovative strategic changes as envisioned in S.B. 547.

Regulatory Relief:

The state colleges will be requested to submit suggestions for streamlining administrative processes with a goal of eliminating unnecessary and duplicative paperwork.

By October 1, 1995, the Board of Directors will submit a plan to LOCEA for a Pilot Flexibility Initiative whereby no more than two state colleges may be exempted from certain rules and regulations for a period of time to assess the effectiveness and perhaps expanding the concept to other institutions.

PRINCIPLE VII. SUPPORTING FACULTY AND STAFF TO DRIVE STRATEGIC CHANGE

Recruit, reward, and retain high-quality faculty, staff, and administrators and implement a system of assessing their performance.

Salary Goals for Faculty, Non-Classified Employees and Classified Employees:

By January 1, 1996, each institution will have a plan that includes increments by year, to achieve the legislative mandated salary averages by the year 2001 for faculty, non-classified employees, and classified employees. The benchmark is to meet the salary averages required by statute by 2001 and to meet the annual goals set by the institutions for each of the five years.

Faculty Development:

Institutions will develop plans for furthering faculty development opportunities. Technology-based instruction, as well as other innovative teaching methods, will be emphasized.

Evaluation of Presidents and the Chancellor:

Future evaluation cycles should provide for the measurement of meeting the mandates of S.B. 547. The Chancellor will present to the Board a revision of the current evaluation process which is tied to attainment of the legislative and Board goals in S.B. 547 and link it to salary enhancement.

PRINCIPLE VIII. SEEKING ADDITIONAL RESOURCES THROUGH PARTNERSHIPS

Enhance resources through strategic fund-raising and creative partnerships with government, the private sector, and community.

Expansion of Resources Beyond State Appropriations:

Institutions will augment state dollars by entering into creative and entrepreneurial relationships with government agencies, communities, and those in the private sector. Each institution will report in its updated strategic plan the outcomes of these activities. Also system-wide initiatives with commercial enterprises should be explored.

Workforce Development and Training:

Institutions and, in particular, the community and technical colleges, will respond to the need for changing educational and workforce training and retraining. A report of this activity should be included in the annual updated plan.

Economic Development:

Community and technical college education will become a stronger instrument of economic development. This will be accomplished through such activities as contact and involvement with regional economic development agencies, local agencies, district consortia, and local communities.

Community and technical colleges will develop a system whereby customized training programs can be delivered to business, industry, labor and/or government in a timely fashion.

Each of the community and technical colleges will participate in the certification process for the delivery of training modules through the Governor's Guaranteed Workforce Program.

Bluefield State College

Strategic Goals

! To offer quality educational programs to prepare students for a lifelong education, successful careers, and contemporary life and to implement a comprehensive assessment program to evaluate the outcomes of the teaching/learning process.

! To continue to provide and develop both traditional and innovative means of meeting the educational needs of various service area constituencies.

! To recruit, retain, and graduate students who have developed intellectually, personally, ethically, and culturally.

! To extend the use of technology and information resources in order to provide quality service and support to the total educational program.

! To implement the campus master plan for facilities and to optimize the current use of campus facilities and equipment.

! To increase and strengthen the scope of support services to meet the needs of a growing traditional and non-traditional student population.

! To strengthen overall institutional effectiveness through an improved and more diverse financial resource base.

! To promote campus life and improve communications among all College personnel and students.

! To lead in the expansion of volunteerism and working partnerships with constituent groups that will enhance community, cultural, and economic development.

Academic Programs

! One certificate program; 17 AS degrees; one AA degree; 12 BS degrees; two BA degrees; and an RBA degree.

! Selected AS programs have internships with the goal being that all AS programs have internships by 2000.

! Tech Prep programs in the areas of technology, health, and business in the seven-county service district.

! Distant learning opportunities available on the Bluefield, Beckley, and Lewisburg campuses.

! Active advisory boards for all associate degree programs.

Student Services

! The BSC Enrollment Services Center provides a one-stop shop for students. Services offered include online applications for admission and financial aid, career and financial aid counseling, academic, skills, and aptitude testing, and academic advising. Tutorial services are also provided through the Enrollment Services Center and Student Support Services.

! Information sessions are provided to incoming students during orientation for each academic term and a student success course is offered for at-risk students through the Enrollment Services Center.

! A Student Satisfaction Inventory is administered annually and the results are widely disseminated to be analyzed by all affected areas.

! TRIO Programs include Student Support Services, Educational Opportunity Center, and Veterans Upward Bound.

! Single-Parent, Sex-Equity Program.

! A summer Emerging Scholars Program incorporating the MORE Program and an Honors Program prepare and challenge students and increase retention.

Technology

! Students, including those in the TRIO programs, have access to over 315 microcomputers (over 245 networked) in 15 student computer labs and three library sites at four of our sites (Bluefield, Beckley, Lewisburg, and Welch).

! Commencing the third year of a three-year "technology upgrade" plan to replace the infrastructure, three mid-range computers, and all microcomputers on all three campuses.

! In 1998-99, Bluefield State College through the Center for Extended Learning and the Instructional Technology Center ran 86 distance learning courses with a headcount enrollment of 1,031 students. This includes 34 interactive video classes, 25 instructional television courses, two SATNET courses (partially produced at BSC), and 25 asynchronous distance education courses of which one was fully delivered via the Internet.

! The asynchronous distance learning classes combine taped lectures, instructional television canned courses, and web components. Courses are designed with content and delivery in mind.

! BSC has implemented the AA in Liberal Studies as part of the Going the Distance program. This distance learning degree began in the fall, 1999 semester. In addition, distance learning courses form a large part of the courses taken by Regents Bachelor of Arts students.

Student Assessment

- Educational outcomes in identified essential areas are being developed for associate degree graduates. All associate degree students will be assessed at the completion of the program of study by either an institutional assessment instrument or one identified by the State College System.
- Assessment of programmatic learning competencies is already in place by virtue of licensing/certification following graduation for nursing, radiologic technology, and teacher education. The AS graduates of both the Nursing and Radiologic Technology programs consistently score greater than 90% passage rates on their respective national licensing/certification examinations.
- Program reviews of each academic program as scheduled by the WV State College System.
- Assessment of programs by national accrediting agencies to include the National League for Nursing (NLN), Commission on Collegiate Nursing Education (CCNE), National Council for the Accreditation of Teacher Education (NCATE), the Technology Accreditation Commission of the Accreditation Board for Engineering and Technology (ABET), and the Association of Collegiate Business Schools and Programs (ACBSP).
- Institutional graduate survey conducted to include Board of Directors graduate assessment information. Specific programmatic areas (nursing, radiologic technology, engineering technology, and teacher education) conduct more detailed surveys from graduates, and the findings are used for program evaluation and program revision. These programmatic surveys specifically address program satisfaction and success following graduation.

Faculty and Staff Development

- Personnel development committee funds ($50,000 annually) for assistance to faculty and staff for professional development. Faculty and staff are pursuing degrees, from the associate to the doctorate, and attending workshops/conferences relevant to their areas of responsibility.
- Faculty development workshops utilizing institutional and state grant monies to assist with teaching and utilizing technology in the classroom.
- All faculty and most staff have networked microcomputers and have been provided in-service training sessions in word processing, BANNER, and other appropriate programs.

Community Service

- Five percent of all federal college work-study positions are designated for use in the community and service organizations.
- BSC students and accounting faculty are entering the tenth year of providing Volunteer Income Tax Assistance (VITA) for area residents.
- Have designated a faculty member to work with service learning to develop a formal program of community service to be integrated in the general studies curriculum.
- Established a Creative Retirement Center which offers retirement-age individuals a wide variety of learning experiences and opportunities using the many diverse resources and expertise within the community and the College.
- Nursing students work with Mercer Health Right which is a free clinic for uninsured individuals.
- Travel and Adventure series offered annually consisting of four or five sessions each year.
- Education and nursing students work on volunteer projects in area elementary schools.
- Conducted a National Youth Sports Program (NYSP), funded by NCAA, for approximately 200 economically disadvantaged youth from Mercer and McDowell counties.
- Annually conducts a Kid's College for over 100 first through the fifth grade children with emphasis on computers, math, reading, creative writing, science, geography, music, and sign language.
- The fraternities and sororities sponsored a Red Cross blood drive on campus and, with other student organizations, conducted over 70 documented service projects for the local community.
- A pilot Partnership in Education with Brushfork Elementary School allows for faculty-staff in-service training, grant-writing opportunities, and a clinical site for our students. Additional opportunities for expansion of the partnership are being developed.

Bluefield State College

Enrollment Trends, Fall 1994-Fall 1998

	Fall 1994	Fall 1995	Fall 1996	Fall 1997	Fall 1998
Credit Headcount	2,604	2,486	2,602	2,496	2,405
Full-Time Equivalent (FTE)	1,883	1,898	1,952	1,892	1,906
First-Time Freshmen	438	503	533	453	484
Full-Time Undergraduate Transfers In	130	139	120	161	171

Credit Headcount Enrollment by Selected Categories

	Fall 1994		Fall 1995		Fall 1996		Fall 1997		Fall 1998	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	**2,604**	**100%**	**2,486**	**100%**	**2,602**	**100%**	**2,496**	**100%**	**2,405**	**100%**
Gender										
Male	1,073	41%	1,035	42%	1,118	43%	1,068	43%	1,043	43%
Female	1,531	59%	1,451	58%	1,484	57%	1,428	57%	1,362	57%
Residence										
WV Resident	2,423	93%	2,300	93%	2,391	92%	2,306	92%	2,249	94%
Non-Resident	181	7%	186	7%	211	8%	190	8%	156	7%
Attendance Status										
Full-Time	1,458	56%	1,543	62%	1,597	61%	1,607	64%	1,667	69%
Part-Time	1,146	44%	943	38%	1,005	39%	889	36%	738	31%
Level										
Undergraduate	2,604	100%	2,486	100%	2,602	100%	2,496	100%	2,405	100%
Graduate	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
First Professional	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Ethnicity										
White	2,357	91%	2,257	91%	2,361	91%	2,252	90%	2,149	89%
Black	201	8%	167	7%	156	6%	173	7%	199	8%
Other (includes international)	46	2%	62	2%	85	3%	71	3%	57	2%
Age (excludes "age unknown")										
Under 25	1,572	60%	1,564	63%	1,686	65%	1,615	65%	1,505	63%
25-29	298	11%	305	12%	342	13%	335	13%	339	14%
30-39	418	16%	371	15%	328	13%	327	13%	307	13%
40+	315	12%	244	10%	245	9%	219	9%	254	11%
Average Age	26		26		25		25		26	

Student Retention, Fall 1993 to Spring 1999

First-Time, Full-Time Freshmen receiving a degree within 6 years or who are still attending (based on attendance at any WV public institution): 152 (41.3%)

Number of Degree Programs Offered (as of 7/1/99)

Certificate	2	Post-Master's	NA
Associate's	21	First Professional	NA
Bachelor's	15	Doctoral	NA
Master's	NA		

Residency of Undergraduates

Fall 1997			Fall 1998		
5 Top WV Counties	Top States (with at least 10 students)	International	5 Top WV Counties	Top States (with at least 10 students)	International
Mercer Greenbrier McDowell Raleigh Monroe	West Virginia Virginia	30 students from Kuwait; 11 from Saudi Arabia; and an additional 4 students from 3 nations.	Mercer Greenbrier McDowell Raleigh Monroe	West Virginia Virginia	11 students from Kuwait; 11 students from Saudi Arabia; and an additional 8 students from 5 nations.

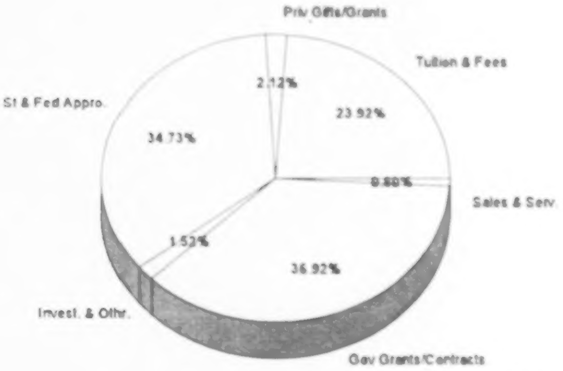
Degrees Awarded

	1994-95	1995-96	1996-97	1997-98	1998-99
Associate's	205	216	221	173	267
Bachelor's	268	226	215	224	202
Master's	NA	NA	NA	NA	NA
Post-Master's	NA	NA	NA	NA	NA
First Professional	NA	NA	NA	NA	NA
Doctoral	NA	NA	NA	NA	NA

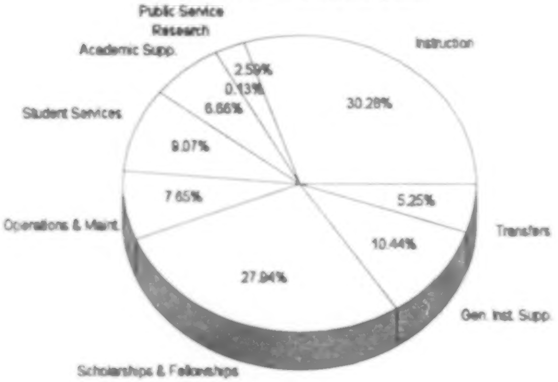
Regular Undergraduate Tuition and Fees (Per Semester)

	1994-95	1995-96	1996-97	1997-98	1998-99
Resident	$928	$958	$988	$1,022	$1,055
Non-Resident	$2,249	$2,288	$2,318	$2,484	$2,563

Educational and General Revenue, FY 1997-98
Total $19,401,000



Educational and General Expenditures and Transfers, FY 1997-98
Total $18,957,000



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Concord College

Strategic Goals

! Each of the six functional areas of the College committed to specific measurable goals and objectives which must directly relate to the overall institutional goals listed below.
! Develop the "Characteristics of the Educated Person" which is the goal of the College's program of General Studies and therefore assures that graduates of the institution are genuinely educated persons.
! Provide high quality programs.
! Achieve and sustain an enrollment of 2,400 full-time equivalent students.
! Achieve financial stability.
! Create a learning community that involves all faculty and staff.
! Provide selected services to the community.
! Incorporate technology into the college curriculum.

Academic Programs

! Funds from the "Budget Digest" were dedicated to conducting a feasibility study evaluating the College delivering graduate programs in Business and Teacher Education, and expanding library resources for these programs. Additional private funds have also been dedicated to this project.
! Tourism Management Industry program of study revitalized to accommodate the changing, diverse nature of the contemporary industry.
! New process to schedule and deliver summer classes needed by students and within resources implemented.
! BS in Athletic Training program "Intent to Plan" approved for extensive review. Proposal for two-year interdisciplinary studies program submitted for review.
! Initiated "partnership" between Division of Business and American Institute of Banking to offer a baccalaureate program to banking professionals.
! Partnering efforts with Bluefield State continue to provide general education opportunities to students in Raleigh County.
! Dual enrollment opportunities continued with 63 courses delivered in seven high schools. Plan completed to expand the program to at least one additional high school for the 1999-00 academic year.

Student Services

! Library services converted to WV Library Commission network, student computer lab opened, plans underway for digital storage, access and archiving, and a grant proposal for a web broadcasting center submitted.
! Residence hall renovations and improvements have included: "Port-per-Pillow" computer access wiring of residence halls; upgraded wiring for cable TV system; exterior renovations to roofs and parapets; interior refurbishing and replacement of furniture, new bedding, installation of private shower facilities, continuing efforts toward annual painting and repair of rooms and common areas. Continuing discussions of major renovations to all residence halls to accommodate preference for safety with privacy in student housing.
! During "Career Week '99," 250 students received practical advice on job searching, networking, graduate/professional school, etiquette, and finances from over 50 local professionals. School officials conducted mock job interviews with teacher education graduates.
! College phone system upgraded to increase access from within and off campus.
! TRIO programs assisted students to be ready for college (Upward Bound), to be successful during college (Student Support Services), and to have the academic research experience for admission to graduate school (McNair).

Technology

! A Center for Academic Technologies (CAT) was organized with a new director, reassignment of continuing employees, development of short and long-term goals, and relocation for improved service to students and faculty.

! Three dedicated Computer Presentation/Distance Education classrooms were identified and equipped.
! An EPSCoR grant provided Silicon Graphics 02 computer workstations for virtual reality applications in computer science and Geographic Information Systems.
! Over 60 new faculty computers were distributed with training opportunities as needed.
! Identified software packages which could be licensed and supported for all academic applications with a limited budget.
! To enhance and expand accessibility and direct applications, relocated and equipped three computer labs near other classrooms and faculty offices used by those academic disciplines.
! Ten portable state-of-the-art systems purchased to expand opportunities for technology-enhanced classroom presentations.
! Campus WAN completed with wiring between and within academic and service buildings, and residence halls.
! Concord and Bluefield State continue to develop the Education and the Arts-funded distance Education project in Biology.

Student Assessment

! Participated in WV/CAAP assessment project to measure student learning in English Writing, Mathematics, and Critical Thinking.
! Information regarding the extent of compatibility between General Studies courses and "The Characteristics of the Educated Person" collected from faculty and students for study during the 1999-00 academic year.
! Continued to refine assessment plans for each academic major, concentration, and teacher education certification area.
! Collection and use of Senior Exit Interview information continued.
! Collected and analyzed outcome and achievement measures to compare and evaluate Concord graduates' successes in comparison to the top southern institutions in *U.S. News and World Report's* 'America's Best Colleges.'

Faculty and Staff Development

! Thirty-nine faculty shared $20,000 of Foundation-provided Faculty Development Grants for 65 different activities including attendance at professional meetings, presenting papers at learned associations, and publications in journals.
! Two continuing faculty completed their doctoral program with three others earning additional hours toward a terminal degree.
! Faculty in Geography and Management used sabbatical leaves to enrich their classes.
! About 90% of Concord faculty participated in nearly 500 individual development projects/activities during the 1998-99 academic year.
! Over 30 employees shared $3,000 of Foundation-provided Classified Staff Development Funds to attend a variety of educational activities including motivational and technology seminars, and college classes for professional or personal enrichment.
! ADA compliance issues training was provided for administrators, staff, and faculty by the Personnel Office.

Community Service

! A Community Research Center was established on campus funded by a "Learn and Serve America" grant from the Bonner Foundation and the National Youth Policy Institute. Faculty and students partner with local community agencies in practical research projects to benefit agency goals.
! The Bonner Scholars model of service learning was expanded to include Bluefield State College and Southwest Virginia Community College.
! On and off-campus constituencies continue to be served by the campus day care center, the Summers County Head Start Program, the multi-county Upward Bound program (recently expanded to focus on math and science preparation), the Public Social Services program for Social Work students, the Foster Care/Adoption Training program, and Tourism Management Industry students (who assist at area travel centers).
! The Center for Economic Action was relocated to Beckley providing continuing assistance to economic development projects throughout southern West Virginia. The Center serves as the state-wide coordinator of the REAL (Rural Entrepreneurship through Action Learning) program and coordinates the Athens-based JTPA Certified Nurse's Assistant and Home Health Aide program.
! The College is the headquarters for the West Virginia Geographic Alliance with its state-wide efforts to improve geographic literacy. This program is a cooperative undertaking with the WV Department of Education and the National Geographic Society.

Concord College

Enrollment Trends, Fall 1994-Fall 1998

	Fall 1994	Fall 1995	Fall 1996	Fall 1997	Fall 1998
Credit Headcount	2,623	2,631	2,400	2,780	2,662
Full-Time Equivalent (FTE)	2,152	2,105	2,076	2,451	2,429
First-Time Freshmen	539	542	608	729	565
Full-Time Undergraduate Transfers In	160	145	155	169	141

Credit Headcount Enrollment by Selected Categories

	Fall 1994		Fall 1995		Fall 1996		Fall 1997		Fall 1998	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	**2,623**	**100%**	**2,631**	**100%**	**2,400**	**100%**	**2,780**	**100%**	**2,662**	**100%**
Gender										
Male	1,088	41%	1,070	41%	1,022	43%	1,189	43%	1,133	43%
Female	1,535	59%	1,561	59%	1,378	57%	1,591	57%	1,529	57%
Residence										
WV Resident	2,322	89%	2,310	88%	2,020	84%	2,334	84%	2,241	84%
Non-Resident	301	11%	321	12%	380	16%	446	16%	421	16%
Attendance Status										
Full-Time	1,940	74%	1,847	70%	1,918	80%	2,231	80%	2,209	83%
Part-Time	683	26%	784	30%	482	20%	549	20%	453	17%
Level										
Undergraduate	2,623	100%	2,631	100%	2,400	100%	2,780	100%	2,662	100%
Graduate	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
First Professional	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Ethnicity										
White	2,414	92%	2,416	92%	2,212	92%	2,563	92%	2,437	92%
Black	110	4%	111	4%	108	5%	126	5%	157	6%
Other (includes international)	99	4%	104	4%	80	3%	91	3%	68	3%
Age (excludes "age unknown")										
Under 25	2,162	82%	2,122	81%	1,859	77%	2,285	82%	2,195	82%
25-29	158	6%	187	7%	189	8%	207	7%	220	8%
30-39	199	8%	189	7%	186	8%	166	6%	151	6%
40+	104	4%	133	5%	166	7%	122	4%	96	4%
Average Age	22		22		23		22		22	

Student Retention, Fall 1993 to Spring 1999

First-Time, Full-Time Freshmen receiving a degree within 6 years or who are still attending (based on attendance at any WV public institution): 223 (45.8%)

Number of Degree Programs Offered (as of 7/1/99)

Certificate	NA	Post-Master's	NA
Associate's	1	First Professional	NA
Bachelor's	22	Doctoral	NA
Master's	NA		

Residency of Undergraduates

Fall 1997			Fall 1998		
5 Top WV Counties	Top States (with at least 10 students)	International	5 Top WV Counties	Top States (with at least 10 students)	International
Raleigh Mercer Fayette Summers Wyoming	West Virginia Virginia Florida Maryland Ohio	19 students from Japan; 10 each from Bulgaria and Canada; and an additional 59 students from 24 nations.	Raleigh Mercer Fayette Wyoming Summers	West Virginia Virginia Ohio Florida Maryland	18 students from Japan; 15 from Bulgaria; and an additional 69 students from 22 nations.

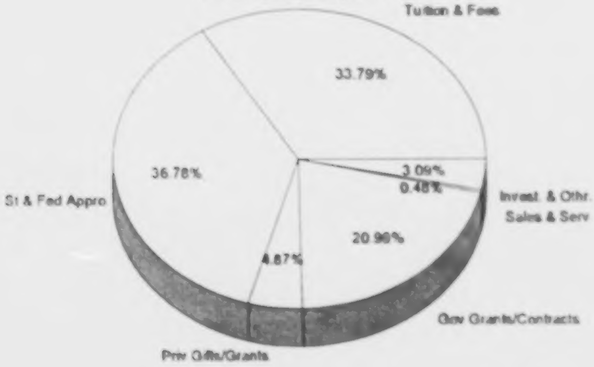
Degrees Awarded

	1994-95	1995-96	1996-97	1997-98	1998-99
Associate's	2	3	6	1	2
Bachelor's	395	335	333	265	316
Master's	NA	NA	NA	NA	NA
Post-Master's	NA	NA	NA	NA	NA
First Professional	NA	NA	NA	NA	NA
Doctoral	NA	NA	NA	NA	NA

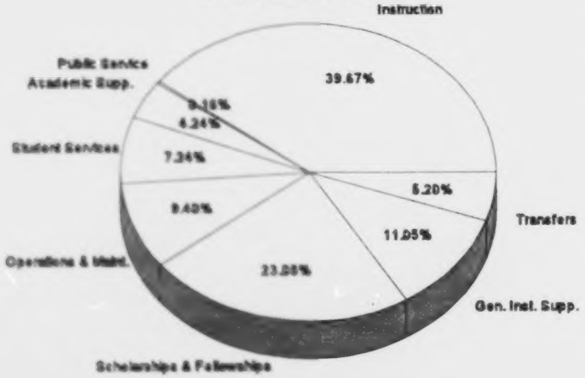
Regular Undergraduate Tuition and Fees (Per Semester)

	1994-95	1995-96	1996-97	1997-98	1998-99
Resident	$1,026	$1,075	$1,109	$1,155	$1,194
Non-Resident	$2,213	$2,325	$2,399	$2,500	$2,625

Educational and General Revenue, FY 1997-98
Total $20,766,000



Educational and General Expenditures and Transfers, FY 1997-98
Total $19,403,000



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Fairmont State College

Strategic Goals

! To promote the cultural, intellectual, and economic development of north central West Virginia.
! To educate students to be inquisitive, articulate, responsible, and adaptable to a rapidly changing world.
! To provide technical assistance to business, industry, and government agencies.
! To provide a wholesome and stimulating campus environment that is conducive to student growth and development.
! To provide a development program for faculty and staff to ensure that they remain abreast of their disciplines and fields.
! To promote diversity and inclusiveness for all who work and study at Fairmont State College.

Academic Programs

! FSC offers bachelor and associate degrees and certificates in the arts and sciences, in business administration, and in engineering technology.
! FSC offers specialized career-oriented programs, such as nursing and criminal justice, as well as programs that prepare students for employment in agencies such as the Federal Bureau of Investigation (FBI) and industries in aviation.
! FSC offers unique courses such as Race, Class and Gender which addresses discrimination in these areas and explores the interrelationships of race, class, gender, and ethnicity; and Empowering Leadership, which addresses leadership skills.
! FSC has a Weekend College which offers a Bachelor's degree completion program (Business Administration), two associate degree programs (Information Processing and Business Administration), and a certificate program (Office Specialist) in an accelerated time frame.
! FSC has expanded its course offerings in the Clarksburg area with the opening of its new Gaston Caperton Center. The facility has additional classroom space, computer and science labs, and a conference area.
! FSC offers the only Aviation Maintenance and Avionics programs in the state at the Robert C. Byrd National Aerospace Education Center.
! FSC offers the only Sign Language Interpreter degree program in the state.
! FSC offers a successful English as a Second Language Program.
! FSC sponsors the Teacher Education Minority Mentoring Program which is designed to produce minority teachers for the public schools.
! FSC has developed an Internship and Practical Experiences Directory to facilitate and expand student participation in practical application work experiences.
! FSC is accredited by the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools. The following programs are accredited by their respective accrediting agency: Teacher Education; Civil, Electronics, and Mechanical Engineering Technology; Drafting Design; Nursing; Medical Laboratory Technology; Health Information Technology; Veterinary Technology; and Physical Therapy Assistant.

Student Services

! FSC has a Retention Task Team which reviews attrition rates and designs annual activities to address retention issues.
! FSC offers a training program for students who wish to become Freshman Counselors. Over 150 students annually apply for this prestigious position. Freshman Counselors participate in a wide variety of training activities and serve as a major volunteer resource to new students.
! FSC has a model new student Orientation Program and a College Orientation course to address the needs and concerns of new students and to provide structure and guidance for new student success.
! FSC provides students with a variety of student support services, including personal counseling, career services, and job placement services, to augment their classroom experiences and to assist in dealing with concerns and issues that students face in attaining their college goals.
! FSC student support services is committed to providing diverse programs and activities to meet the needs of a diverse student population.
! FSC has 79 recognized student organizations, including Student Government, that offer and sponsor a varied series of educational, cultural, and social events throughout the year.
! FSC's Office of Multicultural Affairs, in collaboration with the International Education Committee, sponsors multiple programs that reflect multicultural awareness, enrichment, and perspective to the campus.

! FSC provides to students who have completed their financial aid documents in a timely manner, their financial aid award prior to the start of school. This innovative accounting and financial aid process has proven to enhance students' ability to ready themselves for class in a timely manner and has decreased the number of financial aid and accounting problems at the beginning of each semester.

Technology

! FSC has continued to upgrade desktop technology college-wide, now having more than 1,200 personal computers (800 of them being new/replaced in the past two and one-half years) and 90 network printers – with three-fourths of these being located in instructional labs/clusters and faculty offices.
! FSC has aggressively used leasing to significantly upgrade and expand technology college-wide while building a long-term fiscal strategy for keeping that technology current.
! FSC continues to expand its college-wide network, adding additional network ports on campus (especially for instructional labs and distributed network printers) as well as additional/expanded remote sites (especially in Clarksburg and at the High Tech Consortium). In addition, FSC is converting its wide area network methodology to ATM-based technology.
! FSC has implemented new E-mail and web servers and services, providing for expanded capabilities and integration of these technologies into local and distributed/distance instruction.
! FSC has replaced all hardware and network technology in the Library, and is in the process of converting to a new, on-line automated library system.

Student Assessment

! Of the 1997-98 responding graduates, 86.9% found jobs within one year of graduation; 66.4% of these jobs were in the student's field of study, and 20.5% were out of field. Of the responding graduates, 19.0% went on immediately to graduate school or additional higher education.
! All baccalaureate degree students must complete a minimum of 128 semester hours with a 2.00 GPA in both the major and minor areas of study for graduation. Students in teacher education must achieve a 2.50 GPA in all courses attempted including each teaching specialization. Associate degree students must complete a minimum of 64 semester hours with a 2.00 GPA. Students must complete a general studies curriculum of 50 hours for B.S. degrees, 56 hours for the B.A. degree, and 15-17 hours for associate degrees.

Faculty and Staff Development

! FSC maintains a strong faculty sabbatical program and offers sabbaticals on a competitive basis each semester to qualified faculty.
! FSC, with the financial support of the Fairmont State College Foundation, provides mini-grants to faculty for special projects of up to $2,000 each. In addition, each year the college offers a grant of $4,500 to a faculty member who is named a Fairmont State College Fellow.
! FSC provides ongoing workshops and teleconferences throughout the academic year to assist faculty in keeping current with new classroom technologies.
! FSC provides funds for faculty to attend conferences and workshops and provides additional funds for faculty to present refereed papers.
! FSC has developed a comprehensive wellness program for all faculty and staff.
! The Offices of Human Resources and Multicultural Affairs have sponsored sensitivity/diversity training for faculty, staff, and students.

Community Service

! The fraternities and sororities, Sigma Sigma Sigma, Delta Xi Omicon, Delta Zeta, Tau Kappa Epsilon, and other student organizations conducted over 76 documented service projects annually for the local community.
! Students, faculty, and staff are active on numerous city, county, church, and community committees or boards, and also contribute their volunteer services.
! FSC has developed a Community Service Learning Program that integrates student-based community service with faculty-directed critical reflection activities in the classroom.
! FSC coordinates a Life Long Learner Program for area senior citizens.

Fairmont State College

Enrollment Trends, Fall 1994-Fall 1998

	Fall 1994	Fall 1995	Fall 1996	Fall 1997	Fall 1998
Credit Headcount	6,355	6,547	6,555	6,619	6,700
Full-Time Equivalent (FTE)	5,107	5,133	5,140	5,250	5,317
First-Time Freshmen	1,172	1,281	1,211	1,251	1,178
Full-Time Undergraduate Transfers In	246	210	219	264	232

Credit Headcount Enrollment by Selected Categories

	Fall 1994		Fall 1995		Fall 1996		Fall 1997		Fall 1998	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	**6,355**	**100%**	**6,547**	**100%**	**6,555**	**100%**	**6,619**	**100%**	**6,700**	**100%**
Gender										
Male	2,861	45%	2,936	45%	2,929	45%	2,950	45%	2,952	44%
Female	3,494	55%	3,611	55%	3,626	55%	3,669	55%	3,748	56%
Residence										
WV Resident	5,967	94%	6,118	93%	6,141	94%	6,234	94%	6,278	94%
Non-Resident	388	6%	429	7%	414	6%	385	6%	422	6%
Attendance Status										
Full-Time	4,315	68%	4,344	66%	4,367	67%	4,468	68%	4,523	68%
Part-Time	2,040	32%	2,203	34%	2,188	33%	2,151	32%	2,177	32%
Level										
Undergraduate	6,355	100%	6,547	100%	6,555	100%	6,619	100%	6,700	100%
Graduate	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
First Professional	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Ethnicity										
White	6,094	96%	6,294	96%	6,232	95%	6,330	96%	6,372	95%
Black	134	2%	134	2%	189	3%	146	2%	177	3%
Other (includes international)	127	2%	119	2%	134	2%	143	2%	151	2%
Age (excludes "age unknown")										
Under 25	4,369	69%	4,585	70%	4,609	70%	4,731	72%	4,740	71%
25-29	650	10%	676	10%	689	11%	653	10%	670	10%
30-39	789	12%	746	11%	702	11%	650	10%	671	10%
40+	540	9%	532	8%	548	8%	575	9%	610	9%
Average Age	25		25		24		24		25	

Student Retention, Fall 1993 to Spring 1999

First-Time, Full-Time Freshmen receiving a degree within 6 years or who are still attending (based on attendance at any WV public institution)	487	(46.2%)

Number of Degree Programs Offered (as of 7/1/99)

Certificate	2	Post-Master's	NA
Associate's	26	First Professional	NA
Bachelor's	31	Doctoral	NA
Master's	NA		

Residency of Undergraduates

Fall 1997			Fall 1998		
5 Top WV Counties	Top States (with at least 10 students)	International	5 Top WV Counties	Top States (with at least 10 students)	International
Marion	West Virginia	46 students from Japan; 5 from Nepal; and an additional 17 students from 13 nations.	Marion	West Virginia	54 students from Japan; 10 from Nepal; and an additional 20 students from 16 nations.
Harrison	Pennsylvania		Harrison	Pennsylvania	
Monongalia	Ohio		Monongalia	Maryland	
Randolph	Virginia		Preston	Virginia	
Preston	Maryland		Randolph	Ohio	

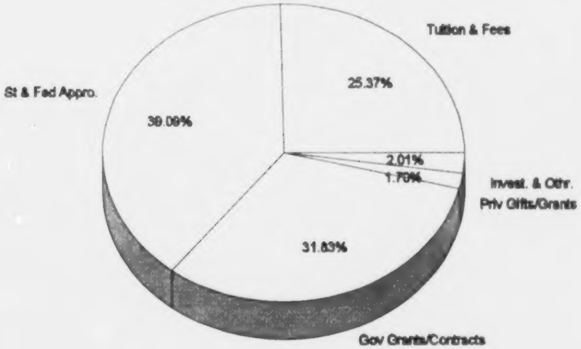
Degrees Awarded

	1994-95	1995-96	1996-97	1997-98	1998-99
Associate's	234	220	237	299	300
Bachelor's	622	611	611	506	539
Master's	NA	NA	NA	NA	NA
Post-Master's	NA	NA	NA	NA	NA
First Professional	NA	NA	NA	NA	NA
Doctoral	NA	NA	NA	NA	NA

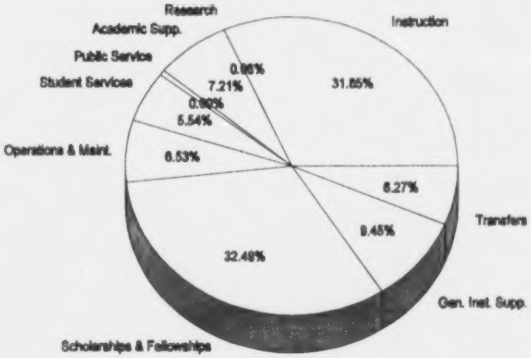
Regular Undergraduate Tuition and Fees (Per Semester)

	1994-95	1995-96	1996-97	1997-98	1998-99
Resident	$900	$929	$959	$1,020	$1,053
Non-Resident	$2,119	$2,164	$2,214	$2,420	$2,498

Educational and General Revenue, FY 1997-98
Total $45,036,000



Educational and General Expenditures and Transfers, FY 1997-98
Total $43,470,000



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Glenville State College

Strategic Goals

! Generate the revenues Glenville State College needs to achieve its standards of excellence.
! Enrich the quality of the educational experience.
! Improve student retention and enrollment.
! Make a Glenville State College education more accessible and relevant to citizens of West Virginia.
! Provide leadership in economic development within Glenville State College's service region.
! Improve the quality of student life.
! Improve the College's planning and information management systems.
! Improve the quality, motivation, and compensation of Glenville State College staff.

Academic Programs

! Glenville State College offers Bachelor of Arts, Bachelor of Science, Associate in Arts, and Associate in Science degrees.
! The Lewis County Center, located in Weston, provides a full range of extension courses to students in Lewis and surrounding counties. Course work leading to all of the following degrees is offered at the Lewis County Center: Associate in Arts degrees in General Studies or Administrative Science; Associate in Science degrees in General Studies, Business Technology, Criminal Justice, Environmental Technology, Paralegal Technology, or Occupational Development; Bachelor of Science degree in Behavioral Science with a Psychology/Sociology option.
! The Nicholas County Center, located in Summersville, serves students from Nicholas, Braxton, Clay, Fayette, Greenbrier, Raleigh, and Webster counties. The Center offers course work which enables students to complete the requirements for a number of degrees including: Associate in Arts degrees in General Studies or Administrative Science; Associate in Science degrees in General Studies, Business Technology, Criminal Justice, Occupational Development, or Paralegal Technology.
! Glenville State College is accredited by the North Central Association of Colleges and Secondary Schools, the National Council for Accreditation of Teacher Education, and the International Assembly for Collegiate Business Education. The College's Forestry program is recognized by the Society of American Foresters. GSC is a member of the American Association of Colleges for Teacher Education and the American Council on Education, and is recognized by the American Association of University Women.

Student Services

! Glenville State College awards 38 tuition waivers to students demonstrating academic excellence and 57 tuition waivers to students demonstrating excellence in areas such as music or athletics each academic year. Other scholarships worth various amounts are available.
! The Robert F. Kidd Library houses 121,356 books, 527,284 microfiche, 2,181 current journal and newspaper subscriptions, and a collection of more than 20,000 audio, video, and graphic arts items. The collections are particularly strong in Education, Business, Literature, Graphic Arts, and Local History. The library offers on-line access to its book holdings, to nearly 1,500 full-text journals and 143 major newspapers, and access to ERIC and MEDLINE.
! Glenville State College sponsors a variety of activities including performances by the Wheeling Symphony, an annual Multicultural Fair, theater productions, art exhibits, and trips to various locations for skiing, whitewater rafting, or attending sporting events such as baseball games and NASCAR races.
! Students may participate in numerous organizations on campus that meet various academic, athletic, professional, religious, and social needs.
! The Careers Office assists students and alumni in arranging for job interviews and resume preparation, provides career counseling, and provides student credentials to prospective employers.

Technology

! Glenville State College opened its fourth state-of-the-art electronic distance learning classroom in Roane County in Fall, 1999.

! During the year, the College completed the Y2K-compliant upgrade of the BANNER system, installed WINDOWS NT in all instructional computing labs, completed the installation of fiber optics to all major administrative and academic buildings, constructed a Music Education computing lab in the Fine Arts Building, and continued to update its homepage on the web.

Student Assessment

! Depending upon the degree program, evaluation of a student's academic achievement may include, but is not limited to, the following assessments: English proficiency, general studies, and pre-professional skills. In 1999, began testing essential skills of baccalaureate students who have completed 60 credit hours.

! Baccalaureate degrees require that students complete a minimum of 128 hours with a cumulative quality point average of 2.0. Students in teacher education must achieve a cumulative quality point average of 2.5.

! Associate degrees require that students complete a minimum of 64 hours with a cumulative quality point average of 2.0.

! An exit assessment is required for every student completing a baccalaureate degree program. The extent and nature of the exit assessment is the responsibility of the academic division that offers the program.

Faculty and Staff Development

! Glenville State College earmarks funds annually for the professional development of faculty and classified employees.

! Any classified employee, meeting established eligibility requirements, may apply for a tuition waiver. A committee reviews the applications and awards approximately five waivers each semester.

! Faculty members have participated in a variety of workshops/conferences pertaining to workforce development, teaching specializations, and the use of technology including IPSI, Power-Point, distance learning course delivery, and web course development.

Community Service

! The College's Small Business Development Center provides free consultation services to area businesses and individuals who wish to start businesses.

! Cultural activities sponsored by Glenville State College, including concerts, theater performances, and art exhibits, are open to the public.

! The College sponsors basketball, football, and volleyball camps for area youth during the summer.

! Specific community services the College provided in 1999 included: conducting a Red Cross lifeguard certification program for the community; sponsoring a candlelight vigil for victims of violence in Kosovo and Littleton, Colorado; donating 333 auditorium seats to the Gilmer County Commission; assisting with cleaning and beautification efforts in the town of Glenville; and forming a partnership with the Gilmer County Public Library to enhance referral services and better serve the community.

! Glenville State College's participation in community-related activities includes American Red Cross Blood Drives, the Adopt-an-Angel program, blood screening clinics, alcohol and drug awareness, and the Adopt-a-Highway program.

Glenville State College

Enrollment Trends, Fall 1994-Fall 1998

	Fall 1994	Fall 1995	Fall 1996	Fall 1997	Fall 1998
Credit Headcount	2,266	2,417	2,179	2,288	2,235
Full-Time Equivalent (FTE)	1,941	2,014	1,917	1,927	1,902
First-Time Freshmen	527	616	525	570	533
Full-Time Undergraduate Transfers In	79	102	100	128	92

Credit Headcount Enrollment by Selected Categories

	Fall 1994		Fall 1995		Fall 1996		Fall 1997		Fall 1998	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	**2,266**	**100%**	**2,417**	**100%**	**2,179**	**100%**	**2,288**	**100%**	**2,235**	**100%**
Gender										
Male	1,005	44%	1,089	45%	960	44%	975	43%	989	44%
Female	1,261	56%	1,328	55%	1,219	56%	1,313	57%	1,246	56%
Residence										
WV Resident	2,122	94%	2,269	94%	2,042	94%	2,156	94%	2,053	92%
Non-Resident	144	6%	148	6%	137	6%	132	6%	182	8%
Attendance Status										
Full-Time	1,750	77%	1,806	75%	1,753	80%	1,753	77%	1,735	78%
Part-Time	516	23%	611	25%	426	20%	535	23%	500	22%
Level										
Undergraduate	2,266	100%	2,417	100%	2,179	100%	2,288	100%	2,235	100%
Graduate	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
First Professional	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Ethnicity										
White	2,165	96%	2,320	96%	2,071	95%	2,176	95%	2,105	94%
Black	43	2%	58	2%	67	3%	65	3%	79	4%
Other (includes international)	58	3%	39	2%	41	2%	47	2%	51	2%
Age (excludes "age unknown")										
Under 25	1,663	73%	1,744	72%	1,590	73%	1,672	73%	1,622	73%
25-29	188	8%	205	8%	191	9%	209	9%	203	9%
30-39	238	11%	248	10%	221	10%	224	10%	222	10%
40+	177	8%	220	9%	177	8%	183	8%	188	8%
Average Age	24		24		24		24		24	

Student Retention, Fall 1993 to Spring 1999

First-Time, Full-Time Freshmen receiving a degree within 6 years or who are still attending (based on attendance at any WV public institution): 245 (45.6%)

Number of Degree Programs Offered (as of 7/1/99)

Certificate	NA	Post-Master's	NA
Associate's	9	First Professional	NA
Bachelor's	15	Doctoral	NA
Master's	NA		

Residency of Undergraduates

Fall 1997			Fall 1998		
5 Top WV Counties	Top States (with at least 10 students)	International	5 Top WV Counties	Top States (with at least 10 students)	International
Nicholas Lewis Braxton Gilmer Webster	West Virginia Florida Ohio	24 students from Japan and 1 student from Bulgaria.	Nicholas Gilmer Lewis Braxton Webster	West Virginia Ohio Florida Maryland California	34 students from Japan; and 1 student each from Australia, Bulgaria, and France.

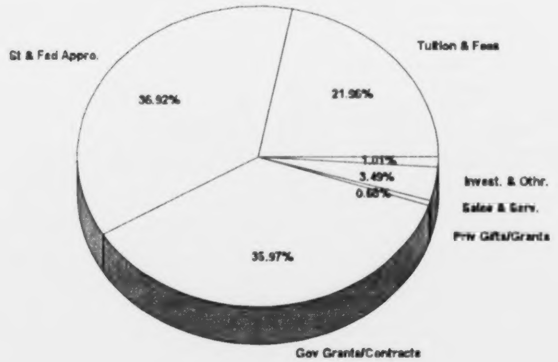
Degrees Awarded

	1994-95	1995-96	1996-97	1997-98	1998-99
Associate's	78	59	99	112	103
Bachelor's	256	287	210	241	197
Master's	NA	NA	NA	NA	NA
Post-Master's	NA	NA	NA	NA	NA
First Professional	NA	NA	NA	NA	NA
Doctoral	NA	NA	NA	NA	NA

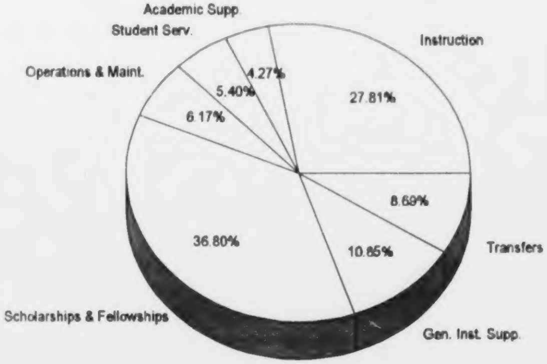
Regular Undergraduate Tuition and Fees (Per Semester)

	1994-95	1995-96	1996-97	1997-98	1998-99
Resident	$891	$900	$930	$978	$1,008
Non-Resident	$2,040	$2,100	$2,169	$2,280	$2,394

Educational and General Revenue, FY 1997-98
Total $19,022,000



Educational and General Expenditures and Transfers, FY 1997-98
Total $18,740,000



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Shepherd College

Strategic Goals

! To provide students with a comprehensive education which will enable them to enter and succeed in productive careers.
! To encourage student intellectual development.
! To encourage student ethical and personal development.
! To encourage professors to be current and productive in their respective fields and to maintain a high standard of scholarship, professional involvement, and professional responsibilities.
! To encourage the maintenance of a high standard of teaching.
! To emphasize the utilization of information technology in education and career development.
! To encourage the recruitment and retention of a culturally diverse student body, faculty, and staff.
! To encourage continued cooperation and mutual support between the four-year College and the Community and Technical College.
! To encourage participation in the enhancement of the communities, businesses, and governments of the region.
! To utilize the College as a cultural and intellectual center of the region and maintain a strong connection with the resources of the Washington-Baltimore Standard Metropolitan Statistical Area.

Academic Programs

! The faculty senate added a computer skills component to the general studies curriculum.
! An advisor's handbook has been developed under faculty leadership for use during 1999-2000. Improved consistency and accuracy in advising is the goal.
! Funding for expansion of the library has been obtained and, during 1999, architects will hold group discussions where people, especially students, can express ideas for the design.
! The requirements for graduation with honors were raised.
! Faculty-led study groups abroad have become an increasingly common format for study and artistic performance. During 1998-1999, faculty organized European tours for art, English, environmental studies, and music students.
! The nursing program received accreditation from NLN.
! The College was profiled in Barron's Three Hundred Best Buys in College Education.
! A new Institute for Environmental Studies signals the College's leadership in this increasingly important dimension of life and education.

Student Services

! Shepherd was ranked 8th best among four-year colleges for having the lowest debt owed by graduating seniors.
! With the appointment of a senior faculty member as Director of Advisement, there is now leadership in the area of student academic advisement. The main effort is to ensure that all faculty are well-informed about academic offerings so that advisement will promote student success.
! The continuing development of the College's website attempts to provide improved information to students including important links about financial aid.

Technology

! Students can now use credit cards and a telephone to pay tuition and fees via RAIL (Remote Access Information Line).
! All administrative computer systems were upgraded to Y2K compliant versions.
! The campus local area network bandwidth was increased by ten-fold by upgrading to fast ethernet.
! Two new computer labs, the Engineering lab and the Network Technologies lab, were created.
! Two interactive videodisc learning systems were purchased in the Nursing department.
! Student technology fees made it possible for five more departments to purchase additional hardware and software for student use.
! The campus E-mail server was replaced with a modern system that provides listserv and web access capability as well as expanding capacity.

Student Assessment

! Assessments of sophomore writing and mathematics competence, using ACT CAAP tests, were carried out in Spring 1999.
! An Assessment Task Force was established to oversee campus assessments.
! A general studies assessment plan, along with department and academic support unit plans, has been implemented.
! Campus departments finalized and implemented departmental assessment plans with two to three goals and two assessment strategies for each.
! Several programs added capstone courses or similarly integrative course work to their programs with the goal of improved program assessment.
! CAAP critical thinking, writing, and mathematics assessments were conducted.
! Use of assessment results will be discussed in August and the next cycle of assessment will begin.

Faculty and Staff Development

! Faculty and staff have participated in local, statewide, and national workshops and conferences on assessment.
! Books, articles, and papers were written/presented by faculty throughout the college.
! Course evaluations were conducted in two classes in Fall 1998 by all faculty and results were used for awarding merit pay. In Spring 1999, course evaluations were conducted by all faculty on a voluntary basis.
! SC maintains a supportive sabbatical program; three faculty were granted sabbatical leaves during 1998-1999.
! All faculty will have use of an Advisor's Handbook, developed under the leadership of the Director of Advisement, with up-to-date information on policies and procedures relevant to academic advisement.
! Faculty contributions in their areas of scholarship were recognized by awards such as having an orchid named after a biologist and a Rockefeller Foundation Fellowship award.
! The president formed a commission on diversity with student, faculty, and staff members. He charged them to identify five goals for improving the campus environment for all persons regardless of race. This followed a forum on race held on campus in Spring 1999.
! The head football coach and the head women's basketball coach, respectively, were named the WVIAC Coaches of the Year for their sports.

Community Service

! Shepherd College and the Community and Technical College at Shepherd have been awarded a grant, the third year, from the NASA West Virginia Space Consortium in support of the School-to-Career Academy. The Academy is a bridge program which helps motivate young people to stay in high school and to make the transition into a post-secondary education setting. The grant will support the computer, environmental studies, and engineering components of the Academy.
! Shepherd College is also seeking members of the community to serve as mentors to the high school students who will be attending the Academy this summer. Mentors will be asked to be in touch with the students once a month by phone and twice a year in person. Training will be available.
! The Contemporary American Theater Festival (CATF) continued to attract larger audiences and funding. The director of this increasingly regional festival, and a professor of theater, raised more than half a million dollars for its support in Summer 1999. This festival now commissions plays as well as introduces varied kinds of performances, including premieres, in its repertory. CATF is West Virginia's only constituent member of Theater Communications Group (the national organization for America's regional theaters), and our contract with Equity was upgraded to a Letter of Agreement referenced to Equity's League of Resident Theaters contract. CATF received the governor's award for Outstanding Cultural Organization.
! Faculty leadership in community activities continued to be strong. For example, two faculty members served as presidents of the Shepherdstown Historical Society and the Jefferson County Historical Society, respectively, and another faculty member was named to the Board of Directors of the WV Humanities Council.

Shepherd College

Enrollment Trends, Fall 1994-Fall 1998

	Fall 1994	Fall 1995	Fall 1996	Fall 1997	Fall 1998
Credit Headcount	3,648	3,602	3,845	4,025	4,055
Full-Time Equivalent (FTE)	2,809	2,856	2,956	3,149	3,089
First-Time Freshmen	566	652	666	685	667
Full-Time Undergraduate Transfers In	182	178	212	211	228

Credit Headcount Enrollment by Selected Categories

	Fall 1994		Fall 1995		Fall 1996		Fall 1997		Fall 1998	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	**3,648**	**100%**	**3,602**	**100%**	**3,845**	**100%**	**4,025**	**100%**	**4,055**	**100%**
Gender										
Male	1,395	38%	1,429	40%	1,528	40%	1,614	40%	1,629	40%
Female	2,253	62%	2,173	60%	2,317	60%	2,411	60%	2,426	60%
Residence										
WV Resident	2,644	72%	2,607	72%	2,691	70%	2,699	67%	2,608	64%
Non-Resident	1,044	28%	995	28%	1,154	30%	1,326	33%	1,447	36%
Attendance Status										
Full-Time	2,320	64%	2,386	66%	2,445	64%	2,625	65%	2,584	64%
Part-Time	1,328	36%	1,216	34%	1,400	36%	1,400	35%	1,471	36%
Level										
Undergraduate	3,648	100%	3,602	100%	3,845	100%	4,025	100%	4,055	100%
Graduate	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
First Professional	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Ethnicity										
White	3,422	94%	3,386	94%	3,582	93%	3,711	92%	3,757	93%
Black	133	4%	121	3%	127	3%	168	4%	155	4%
Other (includes international)	93	3%	95	3%	136	4%	146	4%	143	4%
Age (excludes "age unknown")										
Under 25	2,380	65%	2,404	67%	2,467	64%	2,584	64%	2,557	63%
25-29	413	11%	387	11%	384	10%	427	11%	390	10%
30-39	432	12%	420	12%	466	12%	505	13%	496	12%
40+	422	12%	391	11%	526	14%	508	13%	611	15%
Average Age	26		25		26		26		27	

Student Retention, Fall 1993 to Spring 1999

First-Time, Full-Time Freshmen receiving a degree within 6 years or who are still attending (based on attendance at any WV public institution): 279 (50.1%)

Number of Degree Programs Offered (as of 7/1/99)

Certificate	NA	Post-Master's	NA
Associate's	14	First Professional	NA
Bachelor's	23	Doctoral	NA
Master's	NA		

Residency of Undergraduates

Fall 1997			Fall 1998		
5 Top WV Counties	Top States (with at least 10 students)	International	5 Top WV Counties	Top States (with at least 10 students)	International
Berkeley Jefferson Grant Hardy Morgan	West Virginia Maryland Virginia Pennsylvania New Jersey	4 students from the Virgin Islands; 3 form Gambia; and an additional 19 students from 15 nations.	Berkeley Jefferson Morgan Grant Hardy	West Virginia Maryland Virginia Pennsylvania California	5 students from Russia; 4 from Japan; and an additional 17 students from 13 nations.

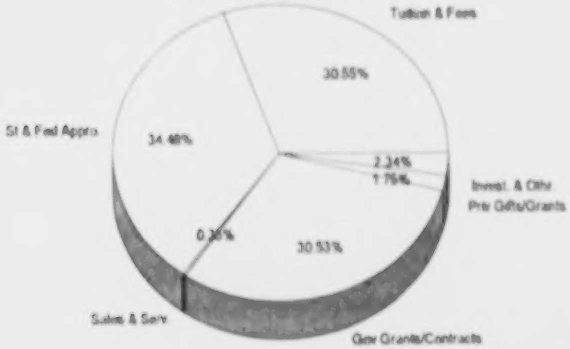
Degrees Awarded

	1994-95	1995-96	1996-97	1997-98	1998-99
Associate's	67	84	56	62	65
Bachelor's	414	432	481	509	428
Master's	NA	NA	NA	NA	NA
Post-Master's	NA	NA	NA	NA	NA
First Professional	NA	NA	NA	NA	NA
Doctoral	NA	NA	NA	NA	NA

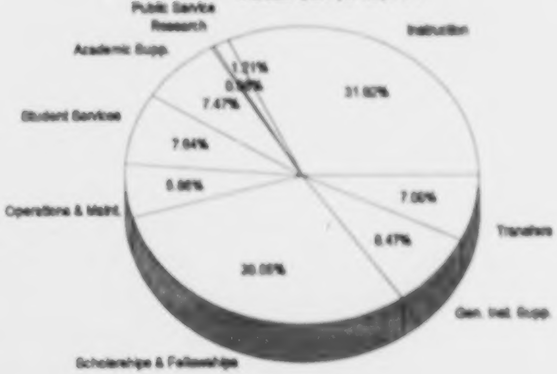
Regular Undergraduate Tuition and Fees (Per Semester)

	1994-95	1995-96	1996-97	1997-98	1998-99
Resident	$1,032	$1,032	$1,080	$1,114	$1,149
Non-Resident	$2,347	$2,347	$2,549	$2,674	$2,759

Educational and General Revenue, FY 1997-98
Total $28,130,000



Educational and General Expenditures and Transfers, FY 1997-98
Total $27,842,000



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West Liberty State College

Strategic Goals

- Create a student-friendly environment by enhancing the student's well-being.
- Establish a more challenging academic environment.
- Market WLSC as a high quality, affordable institution of higher education.
- Generate, maximize, and wisely utilize sufficient financial resources to fulfill the mission and vision of the College.
- Develop and maintain a campus-climate that promotes optimal employee performance, teamwork, continuous improvement, and excellence.
- Have in place the technology and communication infrastructure to support the mission and core values of WLSC.
- Extend WLSC into the community to meet continuously changing needs of our customers.

Academic Programs

- A fully interactive baccalaureate institution, offering 21 baccalaureate programs, one associate program, and five nationally accredited programs.
- As of Fall 1998, continued to utilize the highest percentage of full-time faculty-81.4%-in both the University and State College Systems.
- In 1998, experienced the highest enrollment in a decade, and the largest single-year FTE percentage growth in the State College System.
- Continues to retain and graduate the highest percentage of first-time freshmen in the State College System.
- The College was awarded continuing accreditation status in November 1998 from the North Central Association, and was lauded for its dynamic and reinvigorated programming instituted since 1996.
- West Liberty State College's Department of Professional Education was awarded continuing accreditation status through an outstanding National Council for Accreditation of Teacher Education visit. West Liberty State College received accolades for its performance in all categories.
- The Nursing Program was awarded continuing accreditation status from the National League of Nursing and the West Virginia Board of Examiners for Registered Professional Nurses.
- The Dental Hygiene program successfully completed continuing accreditation progress reports, and was granted approval status by the Commission on Dental Accreditation; the Bachelor of Arts in Music Education maintains continuing accreditation by the National Association of Schools of Music; the Program in Clinical Laboratory Science/Medical Technology maintains continuing accreditation from the National Accrediting Agency for Clinical Laboratory Sciences.
- New programs in Golf Management and Tennis Management were instituted during the Fall of 1999.
- Both the Psychology and Biology programs diversified their disciplines by establishing several new concentrations.
- The reorganization of the academy has greatly strengthened academic programming, curricular innovation, fiscal prioritization and constraint, and participatory governance.
- Continued the second year of a reorganized faculty evaluation policy that promotes teaching, scholarship, and community service.
- Continued the comprehensive analysis and review of General Studies. Recommendations targeted for AY 2000-01.
- Rejuvenated the WLSC Honors Program, which is designed to attract, reward, retain, and engage gifted academic achievers.

Student Services

- Continued construction on the new Academic, Sports, and Recreation Complex. The $9 million Complex is funded largely by student and Foundation funds, and is scheduled for completion in the Spring of 2000.
- Continued the reorganization and the expansion of student services with the addition of a Manager of Student Programming and an Assistant Dean of Student Affairs.
- Reorganized student service functional responsibilities to provide enhanced counseling, residential life, and ADA services.
- Continued periodic and systematic improvements in residential living quarters.
- Enhanced the honors convocation ceremonies to promote broader recognition of student achievement and service.
- Installed an elevator in the College Student Union to enhance accessibility.
- Continued to enhance campus lighting in response to student initiatives.

! Created an additional outdoor recreation area as a result of student initiatives.
! Expanded tutoring services to include extended evening hours and implemented a mentoring/tutoring program for students participating in particular developmental courses.
! Completed the development of the ten-year facilities master plan.

Technology

! Completed the upgrade of the largest computer lab on campus, which is now fully integrated with multimedia PCs.
! Upgraded the Internet and LAN infrastructure.
! Upgraded the Library Cataloguing Automation System.
! Linked the Warwood Center to statewide distance education programming.
! Initiated and continued to expand the "Topper Card," one-card student services system.
! Received grants to upgrade educational technology and equipment in the Schools of Science, Liberal Arts, Business Administration, and Education.
! Hired a dedicated computer lab technician to manage the central computing lab and "help desk."

Student Assessment

! Conducted an on-campus assessment workshop for faculty. The workshop was led by an external assessment consultant.
! Began the development of departmentally and program-focused assessment plans for all academic departments.
! Sent two faculty to national assessment conferences/workshops.
! Successfully completed the first state-mandated essential skills assessment of college sophomores. Eighty percent of the participants scored above the national averages in one or more skill areas, including: writing, mathematics, and critical thinking.

Faculty and Staff Development

! Funded an additional $15,000 in faculty development initiatives in AY 1998-99 via support of the WLSC Foundation.
! Will fund an additional $17,000 in faculty development initiatives in AY 1999-00 via support of the WLSC Foundation.
! Utilized an external consultant to enhance the assessment aptitude of departmental chairs, select faculty, and the WLSC Assessment Committee.
! Continued support of Staff Development through staff-directed workshops, seminars, and tuition remission.
! Conducted computer skills training and mini-workshops utilizing both internal and external professionals.
! Established new Excellence Awards in teaching, service, and professional activity.

Community Service

! Maintained active community service at the Warwood Center through continuing local partnerships with the YMCA and a day-care provider.
! Extended the role of the President of WLSC into local think-tanks and Chamber of Commerce activities.
! Continued to provide professional, expense-free consultations to local businesses via the Small Business Institute operated by the School of Business.
! Continued aggressive support of local and regional internships in criminal justice, the medical professions, business, and education.
! Continued to offer outstanding dental hygiene care to the community at minimal cost utilizing the practical training of DH students.
! Created the Professional Development School Partnership with Madison Elementary School.
! Formed/forming partnerships with Junior Achievement, Inc., Wheeling-Nisshin, Inc., and other Ohio Valley organizations.
! Supported five local West Virginia counties in Science Education through the NSF-funded SMART Center.
! Established a Superintendent's Consortium utilizing the WLSC Interactive College concept.

West Liberty State College

Enrollment Trends, Fall 1994-Fall 1998

	Fall 1994	Fall 1995	Fall 1996	Fall 1997	Fall 1998
Credit Headcount	2,381	2,435	2,412	2,397	2,475
Full-Time Equivalent (FTE)	2,400	2,433	2,459	2,450	2,495
First-Time Freshmen	510	512	468	498	505
Full-Time Undergraduate Transfers In	215	205	216	209	230

Credit Headcount Enrollment by Selected Categories

	Fall 1994		Fall 1995		Fall 1996		Fall 1997		Fall 1998	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	**2,381**	**100%**	**2,435**	**100%**	**2,412**	**100%**	**2,397**	**100%**	**2,475**	**100%**
Gender										
Male	1,112	47%	1,096	45%	1,088	45%	1,085	45%	1,079	44%
Female	1,269	53%	1,339	55%	1,324	55%	1,312	55%	1,396	56%
Residence										
WV Resident	1,620	68%	1,689	69%	1,698	70%	1,743	73%	1,792	72%
Non-Resident	761	32%	746	31%	714	30%	654	27%	683	28%
Attendance Status										
Full-Time	2,129	89%	2,158	89%	2,148	89%	2,150	90%	2,232	90%
Part-Time	252	11%	277	11%	264	11%	247	10%	243	10%
Level										
Undergraduate	2,381	100%	2,435	100%	2,412	100%	2,397	100%	2,475	100%
Graduate	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
First Professional	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Ethnicity										
White	2,295	96%	2,336	96%	2,312	96%	2,300	96%	2,371	96%
Black	56	2%	60	2%	63	3%	62	3%	56	2%
Other (includes international)	30	1%	39	2%	37	2%	35	1%	48	2%
Age (excludes "age unknown")										
Under 25	1,978	83%	2,008	82%	1,969	82%	1,976	83%	2,063	83%
25-29	147	6%	160	7%	159	7%	158	7%	167	7%
30-39	146	6%	144	6%	161	7%	162	7%	146	6%
40+	109	5%	122	5%	121	5%	99	4%	98	4%
Average Age	23		23		23		23		23	

Student Retention, Fall 1993 to Spring 1999

First-Time, Full-Time Freshmen receiving a degree within 6 years or who are still attending (based on attendance at any WV public institution): 249 (52.5%)

Number of Degree Programs Offered (as of 7/1/99)

Certificate	NA	Post-Master's	NA
Associate's	1	First Professional	NA
Bachelor's	20	Doctoral	NA
Master's	NA		

Residency of Undergraduates

Fall 1997

5 Top WV Counties	Top States (with at least 10 students)	International
Ohio	West Virginia	2 students from Canada and 1 student each from Puerto Rico and the United Kingdom.
Marshall	Ohio	
Brooke	Pernsylvania	
Hancock	Virginia	
Wetzel	Florida	

Fall 1998

5 Top WV Counties	Top States (with at least 10 students)	International
Ohio	West Virginia	15 students from 10 countries.
Marshall	Ohio	
Brooke	Pennsylvania	
Hancock	Florida	
Wetzel	Virginia	

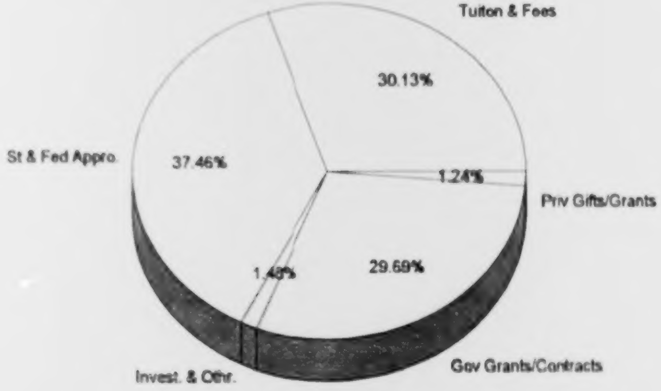
Degrees Awarded

	1994-95	1995-96	1996-97	1997-98	1998-99
Associate's	31	36	35	33	28
Bachelor's	426	405	414	392	436
Master's	NA	NA	NA	NA	NA
Post-Master's	NA	NA	NA	NA	NA
First Professional	NA	NA	NA	NA	NA
Doctoral	NA	NA	NA	NA	NA

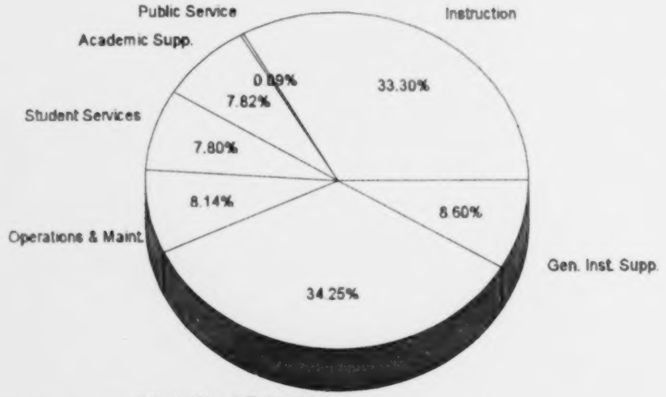
Regular Undergraduate Tuition and Fees (Per Semester)

	1994-95	1995-96	1996-97	1997-98	1998-99
Resident	$950	$980	$1,010	$1,060	$1,095
Non-Resident	$2,235	$2,650	$2,730	$2,780	$2,815

Educational and General Revenue, FY 1997-98
Total $23,443,000



Educational and General Expenditures *, FY 1997-98
Total $21,624,000



*Does not include a $505,000 return of bond service reserve funds.

West Virginia State College

Strategic Goals

- Continue to provide quality programs to the College's service area and strengthen the College's role as Charleston's only public undergraduate institution.
- Continue to implement the Institutional Academic Plan.
- Maintain and strengthen the effectiveness of all academic departments, programs, projects and academic support activities.
- Provide and implement a series of new and innovative programs and projects.
- Reaffirm the concept of "a living laboratory of human relations."
- Prepare West Virginia State College for 21st century teaching and learning technologies.
- Facilitate the implementation of the West Virginia State College System plan for community and technical college education.
- Enhance the public image and reputation of the West Virginia State College Community and Technical College programs, i.e. developmental education, workforce training, continuing education programs, community service, and economic development activities in the metropolitan Charleston region and District III of the community and technical college system.
- Facilitate, establish, and maintain liaisons with the District III educational institutions, business, industry, labor unions, government, human service, and health-care agencies, and other community organizations in the tradition of community colleges and land-grant colleges.
- Attract, educate, train, serve, and retain traditional and non-traditional students and special populations through associate degree, continuing education, certificate, JTPA and community and public service programs.
- Provide and promote services that facilitate development of the West Virginia State College community.
- Enhance interaction between the Office of Student Affairs and the Office of Academic Affairs toward the common goal of student development.
- Comprehensively assess the quality of student affairs services and programs and efficient allocation of resources.
- Promote a multicultural environment and preserve in practice the concept of "a living laboratory of human relations."
- Provide administrative services that enable the College to operate in an effective, efficient, and safe manner.
- Make significant progress toward accomplishing the goals of the campus master plan.
- Promote a barrier-free environment for students, faculty, staff, and visitors.
- Develop innovative ways to increase private and federal funds for enhancement of existing and future programs of the College.
- Increase the role of the administrative area of Planning and Advancement in economic development and service activities within the campus and its service region.
- Develop effective external and internal communication services.
- Strengthen the role of information management and analysis in the administrative decision-making processes.
- Promote active interfacing among administrative areas with regard to planning activities.
- Increase involvement of alumni in the life and support of the College.
- Strengthen the business, industry, public education, and BEIG College Cluster partnership to help students succeed in the workplace and to advance business education.
- Further enhance a long-standing, mutually supportive relationship between the Kanawha County School System and the College as partners in the Community Alliance to Support Education (CASE).
- Plan and pursue graduate programs in media studies, environmental microbiology, and industrial chemistry.

Academic Programs

- The College holds accreditations from the North Central Association of Colleges and Schools; the American Chemical Society; the National Council for Accreditation of Teacher Education; the American Medical Association; the National Recreation and Parks Association; the Council of Social Work Education; and the Accreditation Board for Electronics Technology.
- The A.A.S. program in Nuclear Medicine Technology received the only "Program of Excellence" award to a two-year program this year by the Statewide Program Review Committee.
- The College expanded its dual-credit program with Kanawha County Schools and offered 36 classes at six area high schools to over 600 students.
- The Community and Technical College established a weekend program.

- Off-campus courses offered by West Virginia State College Continuing Education and Extension Services increased by 40%. A total of 65 credit-course sections enrolling 901students were delivered at 13 different sites.
- The College formed a partnership with Clay County Schools to deliver courses to county residents. A rural development grant from USDA funded the partnership at a level that allows Clay County residents to take college courses at no cost.
- The College received a grant from the West Virginia Department of Agriculture in the amount of $84,000 to develop the Institute of Applied Microbiology and to conduct agricultural research in the area of environmental remediation. The successful acquisition of this grant is an example of the state recognizing West Virginia State College's re-designation as a land-grant institution. The College continues to seek full funding of its land-grant mission at the federal levels.

Student Services

- Student Affairs successfully led the campus-wide enrollment management plan resulting in the highest headcount and FTE enrollment since fall 1993. The 4.65% increase in credit headcount enrollment was the highest in the State College System.
- The student financial assistance office awarded and disbursed approximately $10.5 million in scholarships, grants, and work-study assistance to approximately 2,274 students during the 1998-99 academic year.
- The $2.3 million renovation of the residence hall, Dawson Hall, was completed. Dawson Hall will reopen in August 1999. Each room will have Internet access, telephone, and cable television services.
- The West Virginia State College Circle of Omicron Delta Kappa, the national leadership honor society, was chartered in May 1998. West Virginia State College is the only college in the State College System to hold membership in this prestigious organization.

Technology

- All Academic Affairs and Student Affairs Offices are linked to the campus network and the Internet.
- There are 21 computer laboratories on campus with over 300 computer stations designated for student use.
- All resident students have Internet connections in their rooms; and, all of the faculty have computers connected to the Internet.
- Work stations for color printing and document scanning at six campus locations have been established.
- An advanced multimedia classroom has been completed in the Davis Fine Arts Building.

Student Assessment

- The College's Assessment Plan, approved in its entirety by the North Central Association of Colleges and Schools, continues to be implemented.

Faculty and Staff Development

- Faculty and staff development activities included conference attendance, training programs, and national presentations.
- The College's Title IIIB Faculty Development Program continued to assist faculty pursuing terminal degrees by providing tuition and other support.
- Student Affairs held its ninth annual staff development institute, this year focusing on wellness.

Community Service

- The Community and Technical College continues to administer and operate one of the state's four Area Agencies on Aging for the WV Office of Aging and the Commission on Aging. Also, the College is cooperating with the WVU Center on Aging for the presentation of the 1999 Statewide Conference on Aging and the 1999 International Year of the Older Person.
- An economic impact study found that the College had a $54.2 million impact on the Kanawha Valley and created 4,217 jobs.
- The first college chapter of the Lions Club in the state was established at West Virginia State College.

West Virginia State College

Enrollment Trends, Fall 1994-Fall 1998

	Fall 1994	Fall 1995	Fall 1996	Fall 1997	Fall 1998
Credit Headcount	4,519	4,486	4,545	4,603	4,817
Full-Time Equivalent (FTE)	3,236	3,214	3,316	3,358	3,387
First-Time Freshmen	795	706	729	792	788
Full-Time Undergraduate Transfers In	255	199	215	192	176

Credit Headcount Enrollment by Selected Categories

	Fall 1994		Fall 1995		Fall 1996		Fall 1997		Fall 1998	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	**4,519**	**100%**	**4,486**	**100%**	**4,545**	**100%**	**4,603**	**100%**	**4,817**	**100%**
Gender										
Male	2,043	45%	1,962	44%	2,027	45%	1,954	42%	2,004	42%
Female	2,476	55%	2,524	56%	2,518	55%	2,649	58%	2,813	58%
Residence										
WV Resident	4,213	93%	4,192	93%	4,241	93%	4,265	93%	4,518	94%
Non-Resident	306	7%	294	7%	304	7%	338	7%	299	6%
Attendance Status										
Full-Time	2,723	60%	2,719	61%	2,778	61%	2,843	62%	2,835	59%
Part-Time	1,796	40%	1,767	39%	1,767	39%	1,760	38%	1,982	41%
Level										
Undergraduate	4,519	100%	4,486	100%	4,545	100%	4,603	100%	4,817	100%
Graduate	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
First Professional	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Ethnicity										
White	3,864	86%	3,870	86%	3,871	85%	3,880	84%	4,112	85%
Black	581	13%	552	12%	603	13%	646	14%	613	13%
Other (includes international)	74	2%	64	1%	71	2%	77	2%	92	2%
Age (excludes "age unknown")										
Under 25	2,757	61%	2,705	60%	2,733	60%	2,739	60%	2,899	60%
25-29	609	13%	648	14%	658	14%	634	14%	667	14%
30-39	693	15%	665	15%	629	14%	678	15%	684	14%
40+	459	10%	460	10%	525	12%	552	12%	567	12%
Average Age	26		26		26		27		26	

Student Retention, Fall 1993 to Spring 1999

First-Time, Full-Time Freshmen receiving a degree within 6 years or who are still attending (based on attendance at any WV public institution): 233 (36.0%)

Number of Degree Programs Offered (as of 7/1/99)

Certificate	3	Post-Master's	NA
Associate's	20	First Professional	NA
Bachelor's	19	Doctoral	NA
Master's	NA		

Residency of Undergraduates

Fall 1997

5 Top WV Counties	Top States (with at least 10 students)	International
Kanawha	West Virginia	2 students from Japan and an additional 8 students from 8 nations.
Putnam	Pennsylvania	
Boone	Illinois	
Lincoln	Ohio	
Jackson	Florida	

Fall 1998

5 Top WV Counties	Top States (with at least 10 students)	International
Kanawha	West Virginia	8 students from 8 nations.
Putnam	Ohio	
Boone	Pennsylvania	
Lincoln	Florida	
Logan	Illinois, Maryland	

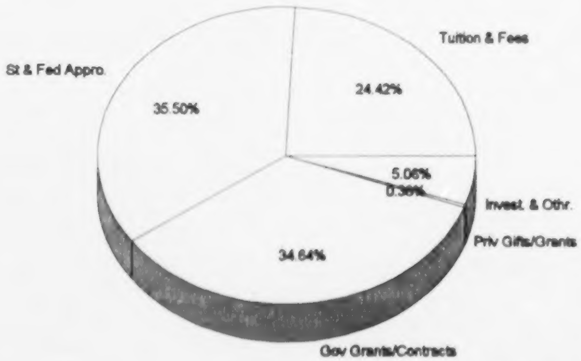
Degrees Awarded

	1994-95	1995-96	1996-97	1997-98	1998-99
Associate's	179	147	159	197	155
Bachelor's	401	426	397	358	404
Master's	NA	NA	NA	NA	NA
Post-Master's	NA	NA	NA	NA	NA
First Professional	NA	NA	NA	NA	NA
Doctoral	NA	NA	NA	NA	NA

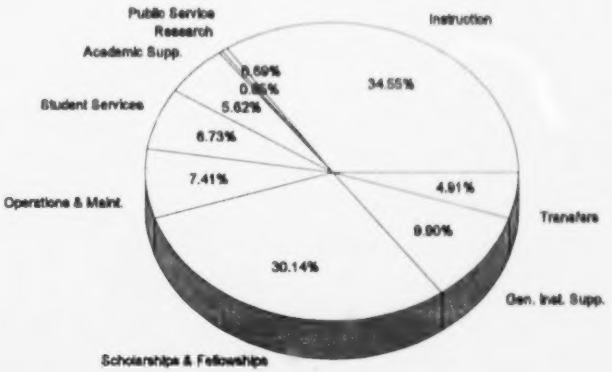
Regular Undergraduate Tuition and Fees (Per Semester)

	1994-95	1995-96	1996-97	1997-98	1998-99
Resident	$994	$1,025	$1,058	$1,092	$1,127
Non-Resident	$2,308	$2,433	$2,579	$2,693	$2,728

Educational and General Revenue, FY 1997-98
Total $34,493,000



Educational and General Expenditures and Transfers, FY 1997-98
Total $32,002,000



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Southern West Virginia Community and Technical College

Strategic Goals

- Assure educational quality through improved recruitment and retention of students.
- Offer high-quality curricula to students.
- Maintain consistent and appropriate standards for faculty.
- Assure a focus and shared commitment to academic excellence.
- Promote the College as a community partner.
- Improve integration and support of community development initiatives.
- Develop new or expanded programs.
- Expand fund development strategies.
- Reassess governance and committee structure and effectiveness.
- Improve operational efficiencies.
- Align infrastructure development.
- Establish a comprehensive, mission/goal-based performance measurement and reporting system.
- Promote a "one college" team which is focused on the student as a customer.
- Improve human resources and human resources development processes.
- Initiate a process to assess organizational culture which is designed to measure employee satisfaction and perspectives for continuous improvement.

Academic Programs

- A new Advanced Technology program was unveiled which features standard certification training, internships supported by business and industry, and a modular delivery system designed to accommodate business and industry training needs.
- Southern received approval for a new associate in Applied Science degree program in Paramedic Science.
- Nursing students taking the National Licensing Examination scored a passage rate of 90% and students taking the Registry Exam for Radiologic Technology scored an 83% passage rate.
- Southern received $1,000,000 in state funds and $400,000 in federal funds to complete a library addition to the Williamson Campus.
- Significant changes and improvements were made to the College's developmental program to increase student success rates.
- One hundred percent of Electrical Engineering Technology students received Programmable Logic Controller certification.
- Southern was selected as one of four Colleges in the state to participate in a Seamless Curriculum Pilot Project through the Joint Commission. The project involved working with local high schools to develop seamless curriculums based on competencies.

Student Services

- Southern's Foundation awarded approximately $120,000 in scholarships.
- Southern's Talent Search Program received continued funding from the U.S. Department of Education in the amount of $227,669.

Technology

- A new electronic interactive classroom was installed at Harts High School in Lincoln county.
- The College purchased 20 laptop computers which are networked for use in workforce training efforts throughout the district.
- Southern was awarded a Microsoft Academic Cooperative Grant in excess of $89,000 for the purchase of software. The College is approved as a Microsoft Testing Center for the Microsoft Office User Specialist Program.
- There are 17 computer labs with over 400 computer stations designated for student, faculty, and staff usage.
- Southern has the largest number of subscribers in the state for dial-up Internet service.

Student Assessment

! Approximately 170 course syllabi have been placed in a competency-based, measurable goal format (IPSI).
! The CAAP test was administered to 120 students during the spring assessment week.
! Students are tested in math, reading, writing, and critical thinking skills.
! Southern's faculty were exposed to the Exambuilder portion of the IPSI software.
! Work began on the development of unit and division assessment plans.

Faculty and Staff Development

! Southern provided over 95 training and development activities to managers, staff, and faculty.
! Southern was honored with the "Well Workplace Bronze Level Award" by the Wellness Council of West Virginia.

Community Service

! In conjunction with the NAACP, Southern hosted festivities for the third annual "Harmony Week" celebration during Black History month.
! Southern, in cooperation with the Aracoma Story, Inc., expanded the number of plays performed at the Savas-Kostas Performing Arts Center.
! The ground breaking for the new Workforce Training Center and Administrative Complex took place on the property adjacent to the Logan Campus.
! Southern was selected by the West Virginia Citizens Conservation Corps to provide the education and training for 125 courtesy patrol officers throughout the state.
! Southern initiated a recycling program and received a $35,000 grant in collaboration with the Logan County Schools and other community groups to expand environmental awareness.
! Southern's Small Business Development Center, in cooperation with county Development Authorities, were instrumental in acquiring funds for a Regional Micro-Loan Revolving Loan Fund to stimulate small business development.
! Southern's Summer High School Challenge program provided an opportunity for students to participate in college-level educational experiences.

Southern

Southern West Virginia Community & Technical College

Enrollment Trends, Fall 1994-Fall 1998

	Fall 1994	Fall 1995	Fall 1996	Fall 1997	Fall 1998
Credit Headcount	3,231	3,094	3,055	2,725	2,785
Full-Time Equivalent (FTE)	2,239	2,158	2,072	1,921	1,912
First-Time Freshmen	933	839	806	737	988
Full-Time Undergraduate Transfers In	39	60	45	68	81

Credit Headcount Enrollment by Selected Categories

	Fall 1994		Fall 1995		Fall 1996		Fall 1997		Fall 1998	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	**3,231**	**100%**	**3,094**	**100%**	**3,055**	**100%**	**2,725**	**100%**	**2,785**	**100%**
Gender										
Male	1,001	31%	970	31%	1,020	33%	913	34%	946	34%
Female	2,230	69%	2,124	69%	2,035	67%	1,812	66%	1,839	66%
Residence										
WV Resident	2,849	88%	2,736	88%	2,710	89%	2,402	88%	2,453	88%
Non-Resident	382	12%	358	12%	345	11%	323	12%	332	12%
Attendance Status										
Full-Time	1,859	58%	1,802	58%	1,735	57%	1,603	59%	1,618	58%
Part-Time	1,372	42%	1,292	42%	1,320	43%	1,122	41%	1,167	42%
Level										
Undergraduate	3,231	100%	3,094	100%	3,055	100%	2,725	100%	2,785	100%
Graduate	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
First Professional	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Ethnicity										
White	3,165	98%	3,038	98%	3,006	98%	2,681	98%	2,720	98%
Black	48	1%	34	1%	34	1%	32	1%	54	2%
Other (includes international)	18	1%	22	1%	15	0%	12	0%	11	0%
Age (excludes "age unknown")										
Under 25	2,022	63%	1,926	62%	1,900	62%	1,760	65%	1,861	67%
25-29	339	10%	325	11%	326	11%	312	11%	279	10%
30-39	557	17%	524	17%	475	16%	364	13%	349	13%
40+	313	10%	319	10%	353	12%	287	11%	296	11%
Average Age	25		26		26		25		25	

Student Retention, Fall 1993 to Spring 1999

First-Time, Full-Time Freshmen receiving a degree within 6 years or who are still attending (based on attendance at any WV public institution): 219 (33.0%)

Number of Degree Programs Offered (as of 7/1/99)

Certificate	4	Post-Master's	NA
Associate's	20	First Professional	NA
Bachelor's	NA	Doctoral	NA
Master's	NA		

Residency of Undergraduates

Fall 1997

5 Top WV Counties	Top States (with at least 10 students)	International
Logan	West Virginia	None
Mingo	Kentucky	
Boone		
Wyoming		
Lincoln		

Fall 1998

5 Top WV Counties	Top States (with at least 10 students)	International
Logan	West Virginia	None
Mingo	Kentucky	
Boone		
Wyoming		
Lincoln		

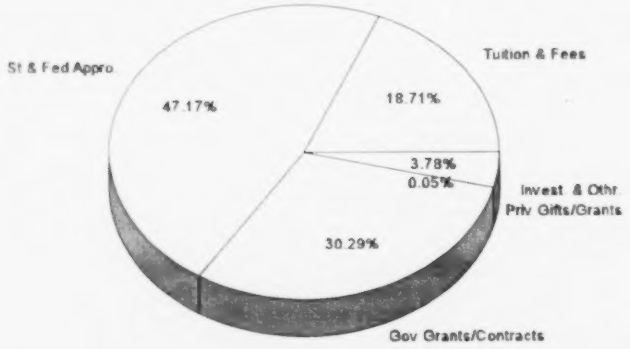
Degrees Awarded

	1994-95	1995-96	1996-97	1997-98	1998-99
Associate's	289	308	319	209	274
Bachelor's	NA	NA	NA	NA	NA
Master's	NA	NA	NA	NA	NA
Post-Master's	NA	NA	NA	NA	NA
First Professional	NA	NA	NA	NA	NA
Doctoral	NA	NA	NA	NA	NA

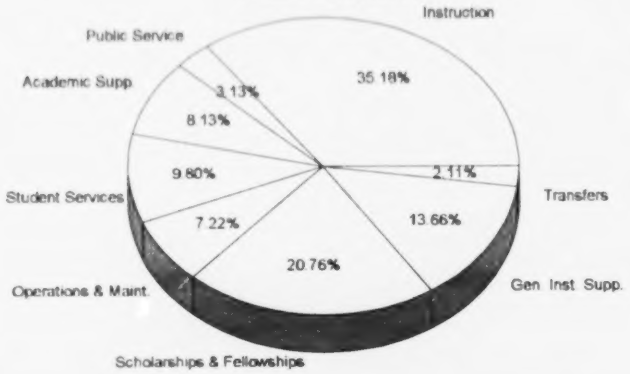
Regular Undergraduate Tuition and Fees (Per Semester)

	1994-95	1995-96	1996-97	1997-98	1998-99
Resident	$515	$515	$565	$585	$ 605
Non-Resident	$1,450	$1,520	$1,975	$2,227	$2,377

Educational and General Revenue, FY 1997-98
Total $13,228,000



Educational and General Expenditures and Transfers, FY 1997-98
Total $13,078,000



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West Virginia
Northern
COMMUNITY COLLEGE

West Virginia Northern Community College

Strategic Goals

- Access to and involvement in higher education will increase throughout the District.
- Student progress and achievement will be relevant and of high quality.
- Programs and services which respond to the community, economic, and business development needs will be functioning throughout the District.
- The College workforce will be more efficient, more productive, and better prepared to deliver the College's mission.
- The financial resources of the College will have diversified and achieved a level of stability to support the expanding delivery of the College's mission.
- The physical environment of the College will be safe, habitable, person-friendly, and conducive to active learning.

Academic Programs

- Academic programs are provided for transfer education, career-technical entry skills, workforce development, continuing and community education, and developmental education. The College works with state and area four-year colleges to articulate transfer programs, with advisory personnel in the field and professional associations to develop and update career-technical programs, with employers and certification agencies to develop workforce development programs, and with secondary school personnel to develop, update, and articulate technical preparation (Tech-Prep) curricula.
- The College awards Associate in Arts (AA), Associate in Science (AS), and Associate in Applied Science (AAS) degrees and Certificates (CP). The AA and AS degrees provide transfer preparation for a wide range of baccalaureate programs, with articulated programs in the areas of business, criminal justice, and human services. The 19 AAS degree programs and nine Certificate programs provide career entry preparation in business, health sciences, technologies, and public service fields. The Occupational Development and Technical Studies AAS programs provide opportunities for those in apprenticeships and other recognized field training to build upon that training for a degree. Health science programs have long-term professional accreditation status except for Health Information Technology, a new program which completed its review for accreditation consideration in 1999.
- Workforce development programs include short-term skills training programs designed to provide certification in specialty areas. Contracted instruction programs provide employers the customized training needed to maintain an up-to-date workforce.
- A variety of delivery systems are utilized to provide maximum accessibility: traditional academic schedules, day and evening, accelerated courses on Saturdays, on-site (school, workplace, or other location) courses, and distance education. Both on-line courses, including participation in the Southern Regional Electronic Campus, and use of public television courses are among the distance education delivery modes.

Student Services

- Student support services include financial aid, orientation, counseling, transfer, career planning, and student activities.
- The Wider Opportunities for Women program continues to provide guidance and information to women concerning career and life planning.
- Student ambassadors provide potential students with a positive first contact with the College and help students develop valuable leadership skills.
- Of the 1998 graduating class, 79% found jobs within six months of graduation and 24% continued their education.
- The College's Criminal Justice, Information Technology Professionals, Medical Laboratory Technicians, Student Nurses, and Student Respiratory Therapist Associations, and Phi Beta Lambda, the national business fraternity, provided students opportunities to establish professional networks and compete for national honors.

Technology

- The College is participating in the WEST VIRGINIA 2001 initiative, which will provide fully interactive distance learning, including video, voice, and data communications with other West Virginia colleges and universities. In addition, campus libraries, data networks, and intranets will be linked.
- The College has been designated a Regional and Local Cisco Networking Academy.
- The College has migrated its computer system to Banner 2000, the graphical user interface (GUI) version.

! The library's on-line public access catalog (OPAC) on all campuses is operational on the MountainLynx library system.

! Faculty develop and present workshops to assist other faculty in staying on the cutting edge of new technologies.

! Students increasingly use multiple state-of-the-art technological tools, such as the Internet, in the learning process.

Student Assessment

! The Assessment Committee continues to address assessment in general education and the major and plans to pilot assessment of general education using standardized testing in 1999-2000. The College's assessment plan is approved by the North Central Association.

! Faculty elected to use a multiple level approach for assessment of student learning, including micro and macro levels of assessment. Classroom, course, and program level assessment practices have been implemented.

! Program level assessment processes have been defined to enhance the State program review process and hence are compatible with the currently established state review timeline. Program reviews were conducted during 1998-99 for the following programs: Human Services, CP; Paramedic Technology, CP; Surgical Technology, CP; Associate in Arts, AA; Associate in Science, AS; Criminal Justice, AAS; Human Services, AAS; Health Information Technology, AAS; Radiologic Technology, AAS; Respiratory Technology, AAS; Medical Laboratory Technology, AAS; and Occupational Development, AAS.

! The College continues to be active on the Higher Education Council on Assessment and faculty and staff attend various workshops on assessment.

Faculty and Staff Development

! The College's professional development activities include support for use of tuition waivers for continued formal study, educational release time for staff, College-sponsored workshops and seminars, and limited participation in priority external workshops, conferences, and seminars. Tuition waivers include those for graduate courses at WVU, baccalaureate courses at West Liberty State College, and associate degree courses at West Virginia Northern.

! The College actively seeks external funding to enable professional development, with recent funds used for workshops on retention, use of technology in instruction, and computerized course development. A mini-grant program sponsored by the WVNCC Foundation provides additional professional development support for faculty and staff.

Community Service

! The College, in partnership with Weirton Steel Corporation, funded the Center for Excellence in Workplace Education (CEWE) to enhance delivery of workforce development services for the Region.

! The College provides facilities and equipment for receipt of upper-level and graduate courses from state institutions via SATNET, providing graduate engineering programs by satellite in a rural area and providing space and assistance to West Liberty State College for delivery of upper division business courses in New Martinsville, Weirton, and Wheeling.

! The College continued its commitment of resources and personnel to a variety of programs and services to individuals and groups to advance economic development, including the Small Business Development Center and Job Training Partnership Act program. The Small Business Development Center, in conjunction with the Ohio Valley Industrial and Business Development Corporation, offers classes for entrepreneurs.

! The College teamed with local housing authorities to provide on-site workshops and coursework to residents.

! The College continued to facilitate the Regional Training Network in conjunction with the Office of Economic Development.

! The Community Outreach Opportunity Program (COOP) was named a recipient of the 1998 Governor's Service Award. Through COOP, approximately 160 students and employees volunteered nearly 10,000 hours and contributed more than $18,000 to various agencies and charities.

! A class on "Volunteering and Community Service," which helps students understand the need for volunteers and the benefits of community service, was offered on all campuses.

! High school summer schools were offered on the Weirton and Wheeling campuses in response to a need expressed by the county school systems. Classes were offered for students in grades 9 through 12 which provided opportunities for enrichment as well as remediation.

West Virginia Northern Community College

Enrollment Trends, Fall 1994-Fall 1998

	Fall 1994	Fall 1995	Fall 1996	Fall 1997	Fall 1998
Credit Headcount	2,921	2,720	2,554	2,592	2,670
Full-Time Equivalent (FTE)	1,708	1,615	1,540	1,499	1,363
First-Time Freshmen	615	416	362	392	332
Full-Time Undergraduate Transfers In	121	103	109	122	114

Credit Headcount Enrollment by Selected Categories

	Fall 1994		Fall 1995		Fall 1996		Fall 1997		Fall 1998	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	**2,921**	**100%**	**2,720**	**100%**	**2,554**	**100%**	**2,592**	**100%**	**2,670**	**100%**
Gender										
Male	910	31%	860	32%	809	32%	793	31%	860	32%
Female	2,011	69%	1,860	68%	1,745	68%	1,799	69%	1,810	68%
Residence										
WV Resident	2,355	81%	2,237	82%	2,107	82%	2,166	84%	2,227	83%
Non-Resident	566	19%	483	18%	447	18%	426	16%	443	17%
Attendance Status										
Full-Time	1,148	39%	1,095	40%	1,045	41%	1,072	41%	910	34%
Part-Time	1,773	61%	1,625	60%	1,509	59%	1,520	59%	1,760	66%
Level										
Undergraduate	2,921	100%	2,720	100%	2,554	100%	2,592	100%	2,670	100%
Graduate	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
First Professional	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Ethnicity										
White	2,846	97%	2,637	97%	2,472	97%	2,502	97%	2,586	97%
Black	55	2%	66	2%	56	2%	61	2%	50	2%
Other (includes international)	20	1%	17	1%	26	1%	29	1%	34	1%
Age (excludes "age unknown")										
Under 25	1,354	46%	1,262	46%	1,205	47%	1,250	48%	1,249	47%
25-29	374	13%	349	13%	336	13%	329	13%	325	12%
30-39	637	22%	586	22%	545	21%	508	20%	498	19%
40+	555	19%	523	19%	467	18%	504	19%	597	22%
Average Age	29		29		29		29		30	

Student Retention, Fall 1993 to Spring 1999

First-Time, Full-Time Freshmen receiving a degree within 6 years or who are still attending (based on attendance at any WV public institution): 108 (34.1%)

Number of Degree Programs Offered (as of 7/1/99)

Certificate	9	Post-Master's	NA
Associate's	20	First Professional	NA
Bachelor's	NA	Doctoral	NA
Master's	NA		

Residency of Undergraduates

Fall 1997

5 Top WV Counties	Top States (with at least 10 students)	International
Ohio	West Virginia	4 students from China and an additional 2 students from Japan.
Marshall	Ohio	
Hancock	Pennsylvania	
Wetzel		
Brooke		

Fall 1998

5 Top WV Counties	Top States (with at least 10 students)	International
Ohio	West Virginia	5 students from 5 nations.
Marshall	Ohio	
Hancock	Pennsylvania	
Wetzel		
Brooke		

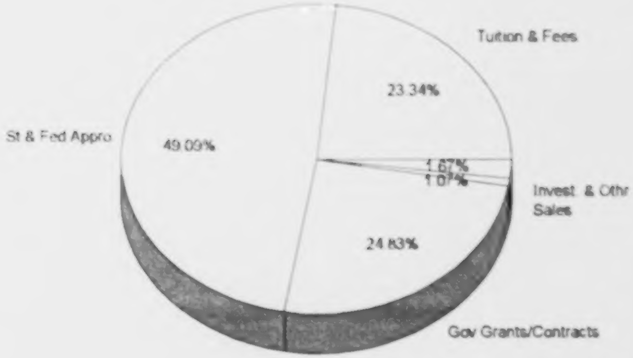
Degrees Awarded

	1994-95	1995-96	1996-97	1997-98	1998-99
Associate's	272	272	286	260	228
Bachelor's	NA	NA	NA	NA	NA
Master's	NA	NA	NA	NA	NA
Post-Master's	NA	NA	NA	NA	NA
First Professional	NA	NA	NA	NA	NA
Doctoral	NA	NA	NA	NA	NA

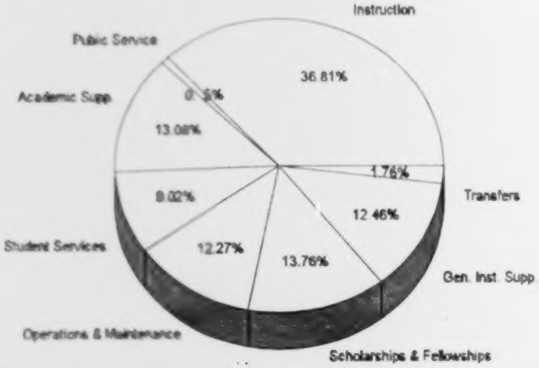
Regular Undergraduate Tuition and Fees (Per Semester)

	1994-95	1995-96	1996-97	1997-98	1998-99
Resident	$713	$719	$719	$719	$ 743
Non-Resident	$1,937	$1,943	$1,943	$1,943	$2,040

Educational and General Revenue, FY 1997-98
Total $9,924,000



Educational and General Expenditures and Transfers, FY 1997-98
Total $11,185,000



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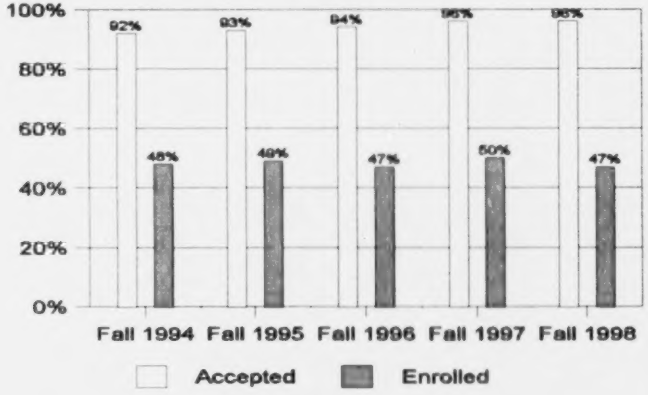
Students should be better prepared in high school to meet college standards jointly agreed upon by higher education and the public schools.

Preparation

Applicants Accepted and Enrolled

An average of 94% of the students who applied for admission to state colleges and universities as first-time freshmen in the past five years have been accepted. Approximately half of those who were accepted have enrolled.



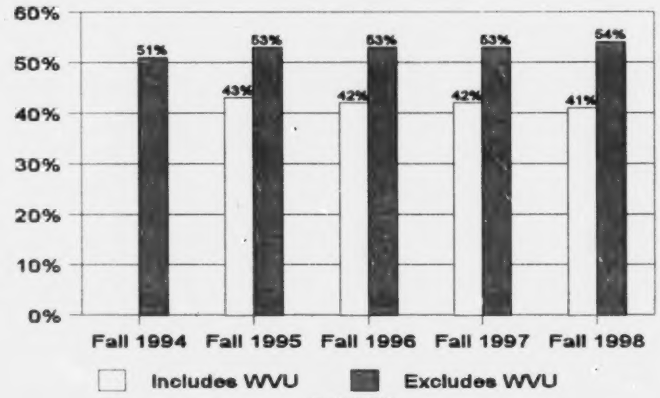
Fall 1998

	First-Time Freshmen Applicants	Number Accepted	Number Enrolled*
University System			
West Virginia University	7,786	7,276	3,364
Potomac St. Coll. of WVU	1,198	1,117	383
WVU Institute of Technology 1,095	1,095	502	
WVU at Parkersburg	689	689	584
Marshall University	4,903	4,903	2,381
System Total	**15,671**	**15,080**	**7,214**
State College System			
Bluefield State College	1,311	1,231	512
Concord College	1,748	1,320	551
Fairmont State College	2,302	2,294	1,170
Glenville State College	1,222	1,209	439
Shepherd College	1,500	1,398	667
West Liberty State College	1,207	1,156	505
West Virginia State College	2,842	2,842	788
So. WV Comm. & Tech. College	1,339	1,339	1,146
WV No. Community College	468	468	331
System Total	**13,939**	**13,257**	**6,109**
TOTAL	**29,610**	**28,337**	**13,323**

*Figures shown in this column may not match those in Chapter 1 as the timing and criteria of the two collection instruments used to capture these data in different contexts are not the same.

Enrollment in One or More Developmental Courses*

Approximately half of all first-time, full-time freshmen enroll in one or more developmental courses. The tables below indicate the number of students enrolled in such courses during the fall semester. Others may enroll in the spring. Estimates for enrollment in WVU's pre-college algebra workshop are unavailable prior to 1995.



Fall 1998

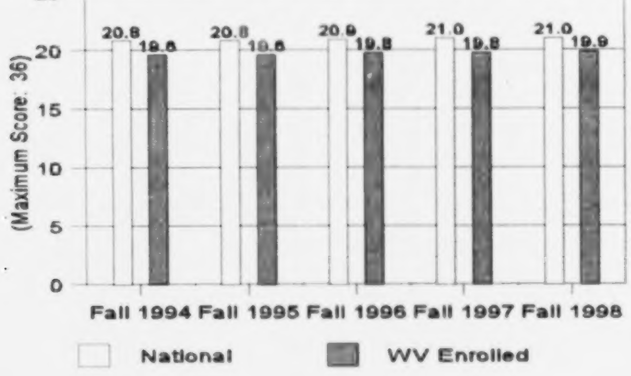
	First-Time, Full-Time Freshmen	Number In Developmental Courses	%
University System			
West Virginia University	3,335	206*	6%
Potomac St. Coll. of WVU	371	178	48%
WVU Institute of Technology	405 223	55%	
WVU at Parkersburg	525	328	62%
Marshall University	2,253	1,039	46%
System Total	**6,889**	**1,974**	**29%**
State College System			
Bluefield State College	417	266	64%
Concord College	542	225	42%
Fairmont State College	1,065	677	64%
Glenville State College	463	231	50%
Shepherd College	610	326	53%
West Liberty State College	498	111	22%
West Virginia State College	624	460	74%
So. WV Comm. & Tech. College	723	462	64%
WV No. Community College	237	160	68%
System Total	**5,179**	**2,918**	**56%**
TOTAL	**12,068**	**4,892**	**41%**

*See Appendix

Preparation

ACT Scores

While the average national score held steady at 21.0, Fall 1998 ACT scores of first-time, full-time freshman students who enroll in West Virginia's public colleges and universities are up slightly over last year at 19.9.

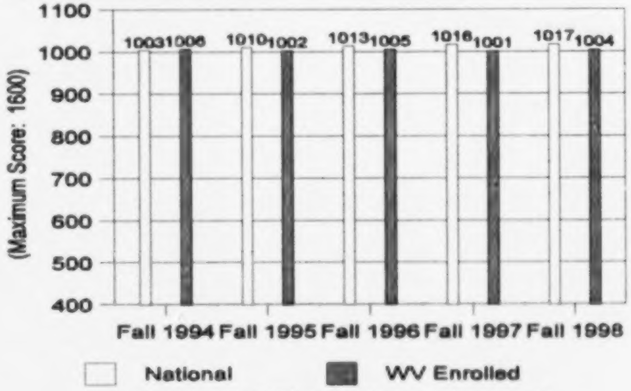


First-Time, Full-Time Freshmen (with scores)
Fall 1998

	Number	Average Score
University System		
West Virginia University	1,602	22.2
Potomac St. Coll. of WVU 252	18.8	
WVU Institute of Technology	379	19.3
WVU at Parkersburg	436	18.9
Marshall University	1,997	20.5
System Total	**4,666**	**20.7**
State College System		
Bluefield State College	290	18.2
Concord College	439	20.7
Fairmont State College	919	18.8
Glenville State College	369	18.7
Shepherd College	336	20.4
West Liberty State College	415	19.8
West Virginia State College	522	18.1
So. WV Comm. & Tech. College	439	17.7
WV No. Community College	159	17.7
System Total	**3,888**	**18.9**
TOTAL	**8,554**	**19.9**

SAT I Scores

On the average, SAT I scores for first-time, full-time freshmen enrolled in West Virginia's public higher education institutions have not shown a great deal of change during the past five years. The SAT I (new, recentered SAT) became effective several years ago. The table below indicates these new national scores and the best available estimates for those enrolled.



First-Time, Full-Time Freshmen (with scores)
Fall 1998

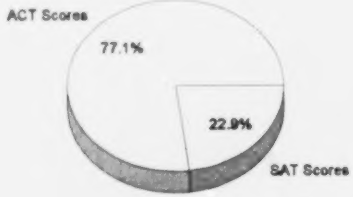
	Number	Average Score
University System		
West Virginia University	1,665	1035
Potomac St. Coll. of WVU	115	884
WVU Institute of Technology	23	928
WVU at Parkersburg	28	996
Marshall University	157	935
System Total	**1,988**	**1017**
State College System		
Bluefield State College	34	838
Concord College	86	982
Fairmont State College	57	898
Glenville State College	29	897
Shepherd College	249	1000
West Liberty State College	72	942
West Virginia State College	19	793
So. WV Comm. & Tech. College	NA	NA
WV No. Community College	NA	NA
System Total	**546**	**956**
TOTAL	**2,534**	**1004**

NA=Not Applicable

Preparation

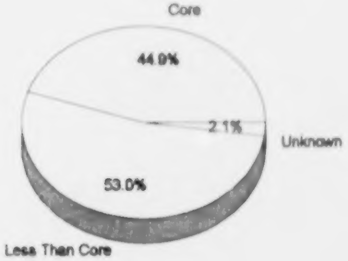
Distribution of ACT and SAT Scores
Fall 1998

A significant number of the freshmen entering West Virginia's public colleges and universities for the first time present American College Testing Program (ACT) scores rather than Scholastic Assessment Test (SAT) scores. Over three-fourths of the first-time, full-time freshmen in Fall 1998 submitted ACT scores for admission.



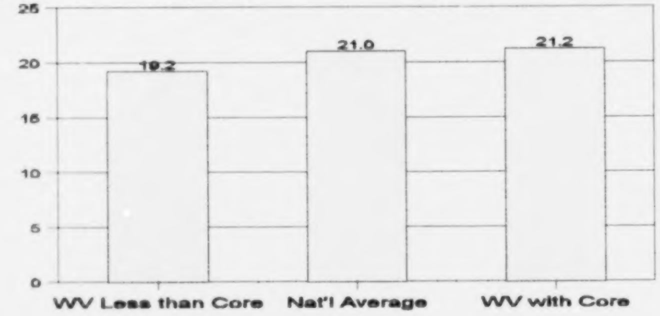
Percentage of All ACT-Tested West Virginians With Core* Courses in High School
Fall 1998

Of all 1997-98 high school graduates in West Virginia who took the ACT, less than half report taking a core curriculum in high school. The ACT core curriculum is defined as 4 years of English, 3 years of social studies, 3 years of math, and 3 years of a laboratory science.



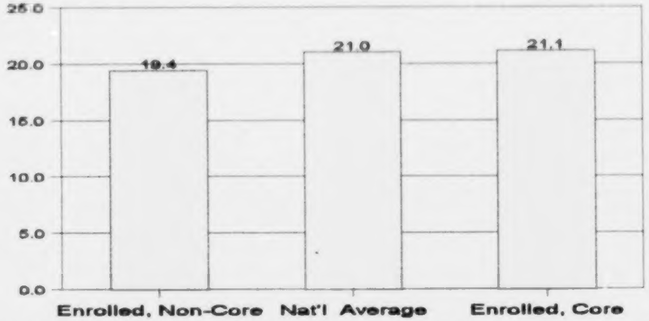
Average ACT Scores of West Virginians Completing Core*/Less than Core Curriculum

Students who complete core courses in high school tend to score higher on average on the ACT exam. The 1997-98 West Virginia high school graduates who completed the ACT recommended core scored two points higher on average than their classmates who did not complete the core curriculum.



Average ACT Scores of West Virginians Enrolled in Public Higher Education
Fall 1998

West Virginia high school graduates who completed the ACT core* and enrolled in a public college or university in Fall 1998 scored over one and one-half points higher on average on the ACT than those graduates who did not complete a core curriculum.



*ACT core is defined as 4 years of English, 3 years of social studies, 3 years of math, and 3 years of laboratory science.

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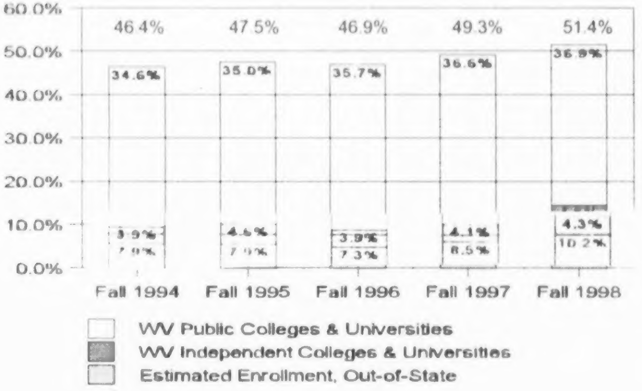
More students should obtain education beyond the high school level that is both high quality and relevant for our individual and collective economic development.

Access

Estimated Total College-Going Rates of West Virginia High School Graduates

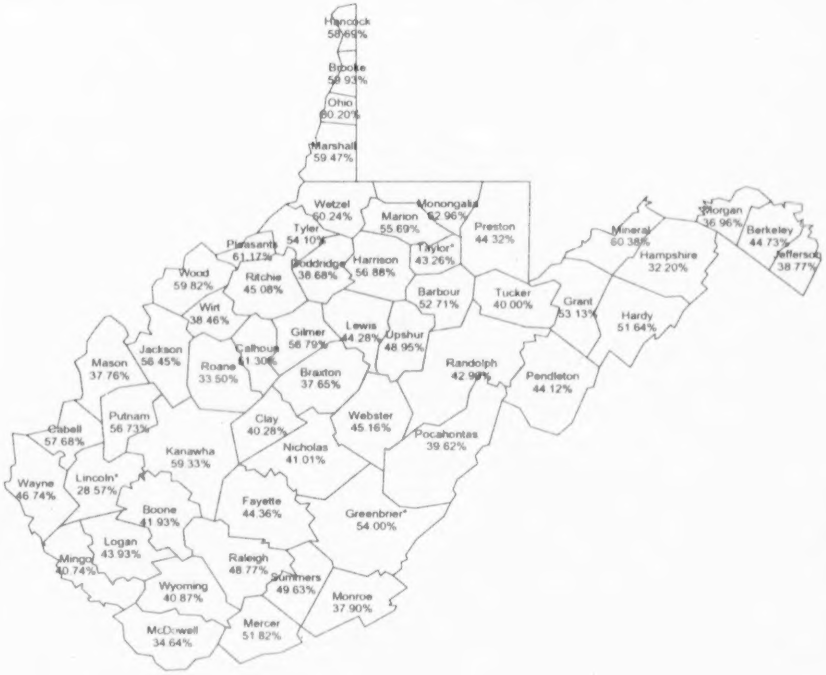
The estimated total college-going rate represents the number of West Virginia high school graduates who enroll in a public or independent institution of higher education in West Virginia or in another state within the same year of their graduation. It does not include students who may be enrolled in other types of postsecondary education. The in-state college-going rate (which consists of those attending West Virginia institutions) has risen over the past five years evidencing, at least in part, the hard work and dedication, not only of those in the educational system, but of the Governor, legislators, government agencies, and parents. Estimated enrollment out-of-state has averaged around 8% over the last five years.

According to SREB's *Fact Book on Higher Education*, the estimated college enrollment rate for the United States as a whole was 59% and the rate for the SREB region was 54% based on figures for 1994 and 1996.



Estimated Total College-Going Rates of West Virginia High School Graduates by County, Fall 1998

The vast majority of West Virginians attending college remain in the state. About 10% of recent high school graduates enrolled in out-of-state institutions in Fall 1998. The number of students attending out-of-state institutions may vary widely by county; residents of counties that border on surrounding states may be more likely to attend a college or university outside West Virginia. This map indicates the percentage of recent high school graduates from each county who are enrolled in public and independent higher education institutions in West Virginia as well as those enrolled outside the state.



*Estimated enrollment in out-of-state institutions of higher education was not available for some or all high schools within the county.

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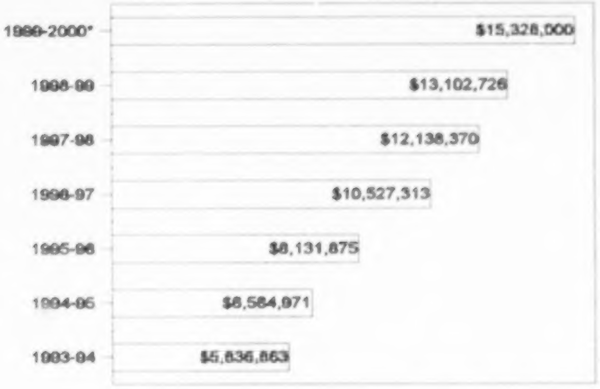
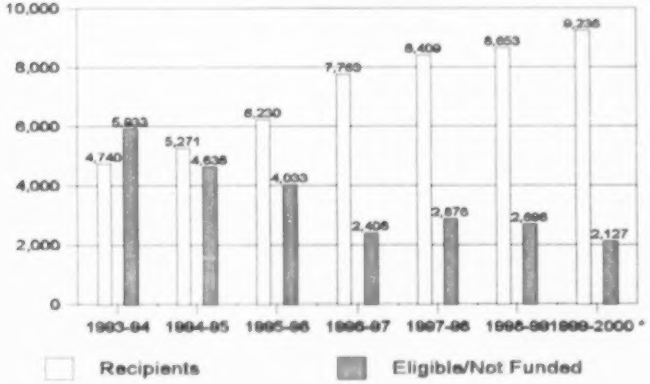
Access

Higher Education Grant Program Total Dollars Awarded

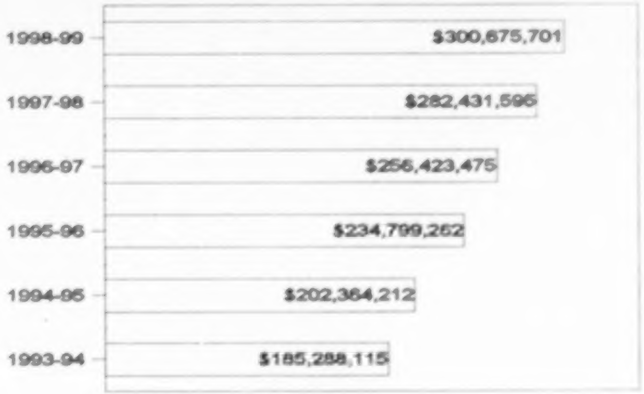


Higher Education Grant Program Number of Recipients and Number Deemed Eligible but Not Funded

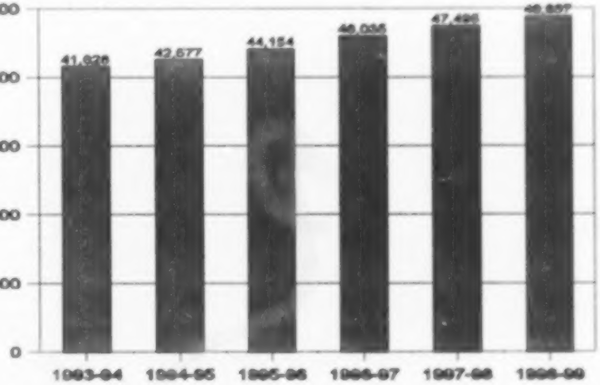


*Estimated

Undergraduate Student Aid Total Dollars Awarded from All Major Aid Sources



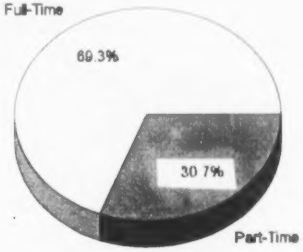
Total Number of Undergraduate Students Served by Some Form of Student Aid



Access

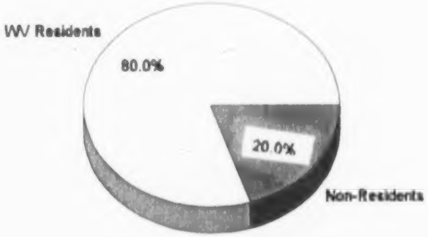
Attendance Status of All Students
Fall 1998

In Fall 1998, over two-thirds of all students in West Virginia's public colleges and universities were enrolled on a full-time basis.



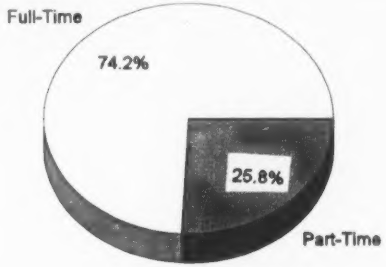
Residency Status of All Students
Fall 1998

Eighty percent of all students enrolled in Fall 1998 were residents of West Virginia.



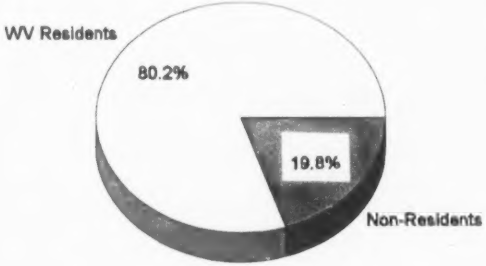
Attendance Status of Undergraduate Students
Fall 1998

The percentage of undergraduates enrolled on a full-time basis (74.2%) was slightly higher than the overall percentage since more graduate and first professional students tend to enroll on a part-time basis.



Residency Status of Undergraduate Students
Fall 1998

The percentage of undergraduate students who were residents of West Virginia (80.2%) mirrored the overall pattern.



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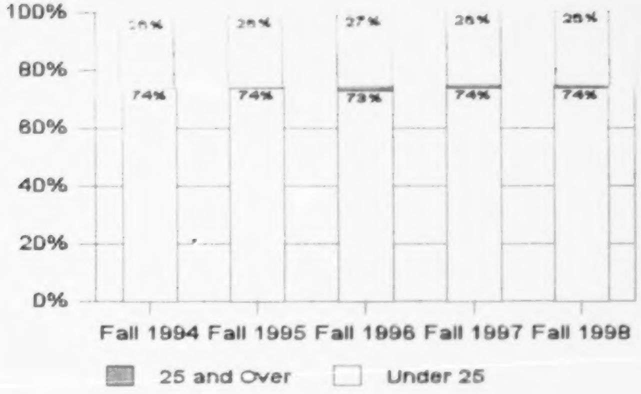
Undergraduate Students Age 25 and Over as a Percentage of Undergraduate Enrollment

Approximately one-quarter of all undergraduate students are age 25 and above. This percentage has remained consistent over the past five years.

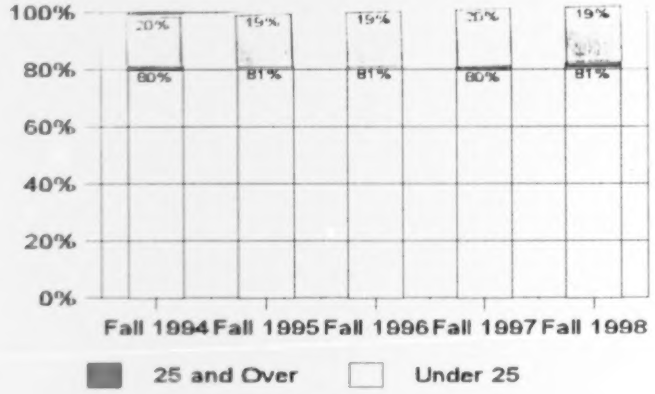


Fall 1998

	Undergraduate Enrollment	Undergraduates 25 and Over	%
University System			
West Virginia University	15,175	1,405	9%
Potomac St. Coll. of WVU	1,121	155	14%
WVU Institute of Technology	2,496	738	30%
WVU at Parkersburg	3,368	1,370	41%
Marshall University	11,706	3,108	27%
System Total	**33,866**	**6,776**	**20%**
State College System			
Bluefield State College	2,405	900	37%
Concord College	2,662	467	18%
Fairmont State College	6,700	1,951	29%
Glenville State College	2,235	613	27%
Shepherd College	4,055	1,497	37%
West Liberty State College	2,475	411	17%
West Virginia State College	4,817	1,918	40%
So. WV Comm. & Tech. Coll.	2,785	924	33%
WV No. Community College	2,670	1,420	53%
System Total	**30,804**	**10,101**	**33%**
TOTAL	**64,670**	**16,877**	**26%**

Freshman Students Age 25 and Over as a Percentage of Freshman Enrollment

Of all freshman students who are enrolled in West Virginia's public colleges and universities, the percentage who are age 25 and over has been relatively constant at about 20%.



Fall 1998

	Total Freshman Enrollment	Freshmen 25 and Over	%
University System			
West Virginia University	4,743	208	4%
Potomac St. Coll. of WVU	545	36	7%
WVU Institute of Technology	975	244	25%
WVU at Parkersburg	2,036	648	32%
Marshall University	4,193	849	20%
System Total	**12,492**	**1,985**	**16%**
State College System			
Bluefield State College	1,104	306	28%
Concord College	983	76	8%
Fairmont State College	2,040	406	20%
Glenville State College	896	222	25%
Shepherd College	1,018	164	16%
West Liberty State College	710	33	5%
West Virginia State College	2,425	815	34%
So. WV Comm. & Tech. Coll.	1,924	478	25%
WV No. Community College	332	80	24%
System Total	**11,432**	**2,580**	**23%**
TOTAL	**23,924**	**4,565**	**19%**

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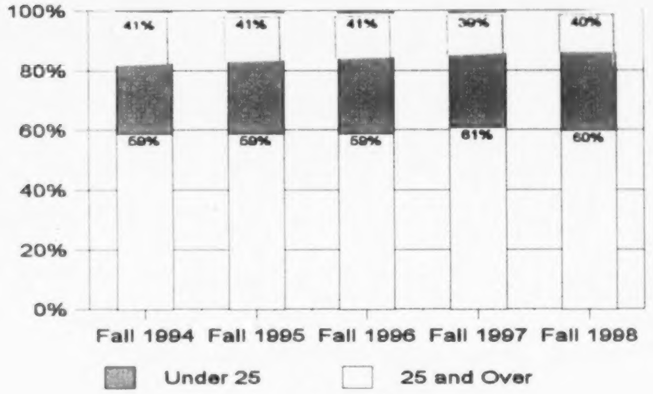
Part-Time Undergraduate Students

Of all undergraduate students who are enrolled on a part-time basis, 60% are age 25 or over. This figure has been relatively consistent for the past five years.

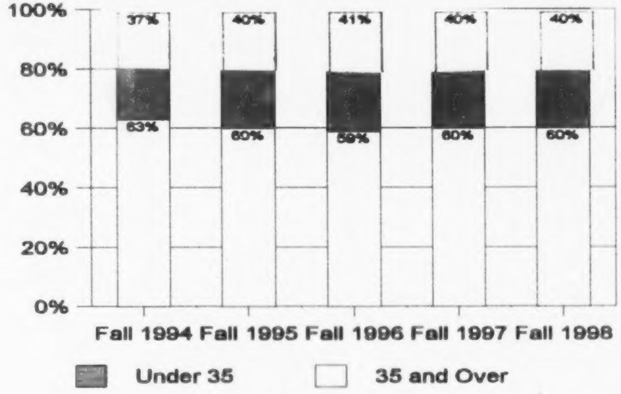


Fall 1998

	Part-Time Undergraduate Enrollment	Part-Time Undergrad. 25 and Over	%
University System			
West Virginia University	818	450	55%
Potomac St. Coll. of WVU	381	101	27%
WVU Institute of Technology	736	447	61%
WVU at Parkersburg	1,508	872	58%
Marshall University	2,722	1,905	70%
System Total	**6,165**	**3,775**	**61%**
State College System			
Bluefield State College	738	461	63%
Concord College	453	188	42%
Fairmont State College	2,177	1,172	54%
Glenville State College	500	254	51%
Shepherd College	1,471	1,079	73%
West Liberty State College	243	170	70%
West Virginia State College	1,982	1,275	64%
So. WV Comm. & Tech. Coll.	1,167	502	43%
WV No. Community College	1,760	1,095	62%
System Total	**10,491**	**6,196**	**59%**
TOTAL	**16,656**	**9,971**	**60%**

Part-Time Graduate/First Professional Students

Of all graduate and first professional (medicine, law, dentistry, and pharmacy) students who are enrolled on a part-time basis, 60% are age 35 or above.



Fall 1998

	Part-Time Grad./First Prof. Enrollment	Part-Time Grad./First Prof. 35 and Over	%
University System			
West Virginia University	3,675	2,284	62%
WVU Institute of Technology	5	0	0%
Marshall University	3,079	1,766	57%
WV School of Osteo. Med.	0	NA	NA
System Total	**6,759**	**4,050**	**60%**
TOTAL	**6,759**	**4,050**	**60%**

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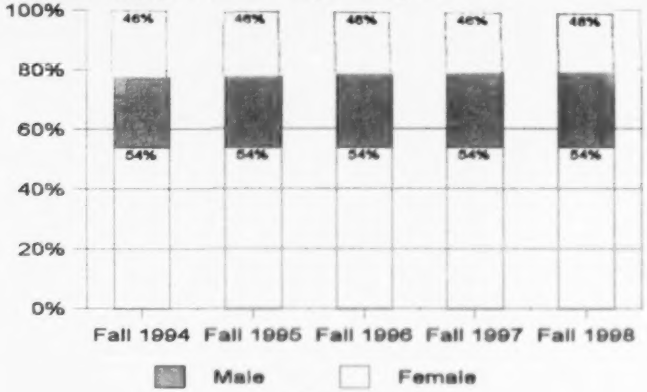
Undergraduate Enrollment: Gender

Female students have made up an unwaivering 54% of the total undergraduate population over the past five years.

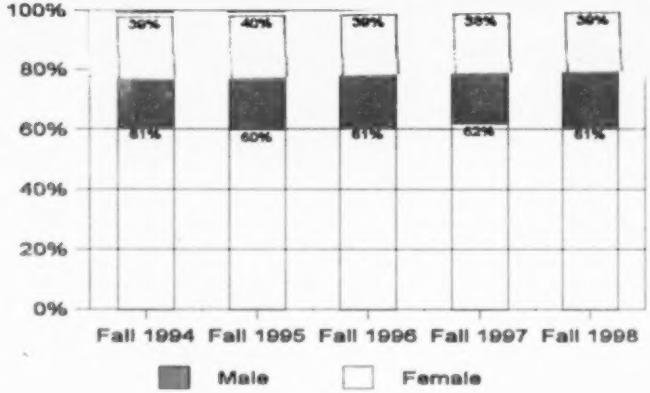


Fall 1998

	Undergraduate Enrollment	Females	%
University System			
West Virginia University	15,175	7,053	46%
Potomac St. Coll. of WVU	1,121	561	50%
WVU Institute of Technology	2,496	998	40%
WVU at Parkersburg	3,368	2,070	61%
Marshall University	11,706	6,059	52%
System Total	**33,866**	**16,741**	**49%**
State College System			
Bluefield State College	2,405	1,362	57%
Concord College	2,662	1,529	57%
Fairmont State College	6,700	3,748	56%
Glenville State College	2,235	1,246	56%
Shepherd College	4,055	2,426	60%
West Liberty State College	2,475	1,396	56%
West Virginia State College	4,817	2,813	58%
So. WV Comm. & Tech. Coll.	2,785	1,839	66%
WV No. Community College	2,670	1,810	68%
System Total	**30,804**	**18,169**	**59%**
TOTAL	**64,670**	**34,910**	**54%**

Graduate/First Professional Enrollment: Gender

Female students comprise 61% of the total graduate and first professional population. This figure is also the average for the last five years.



Fall 1998

	Grad./First Prof. Enrollment	Females	%
University System			
West Virginia University	7,063	4,244	60%
WVU Institute of Technology	12	0	0%
Marshall University	4,302	2,773	64%
WV School of Osteo. Med.	260	110	42%
System Total	**11,637**	**7,127**	**61%**
TOTAL	**11,637**	**7,127**	**61%**

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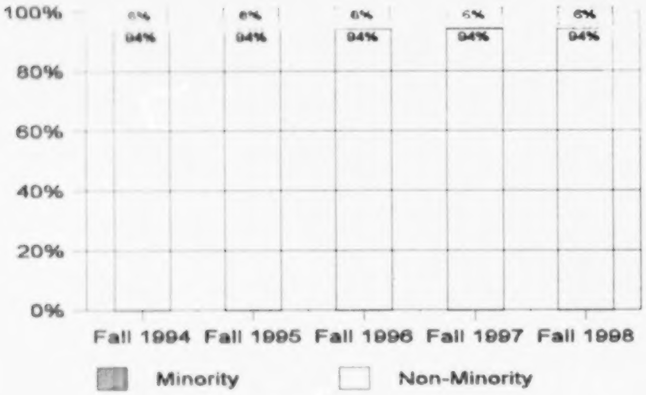
Undergraduate Enrollment: Ethnicity

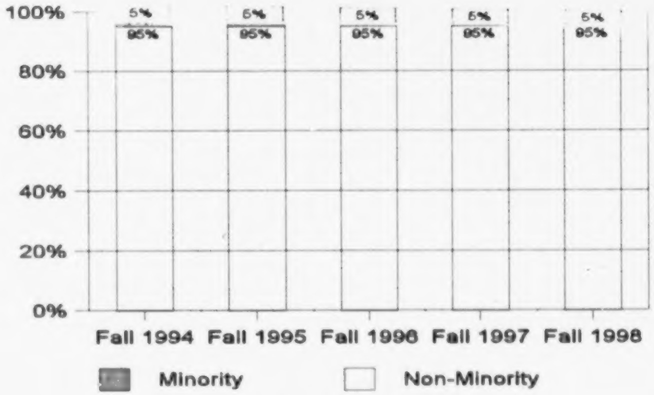
The percentage of undergraduates who are minorities has remained constant at 6% over the past five years. This figure is higher than the overall percentage of minorities in West Virginia (approximately 4%).



	Fall 1998 Undergraduate Enrollment	Minorities*	%
University System			
West Virginia University	15,175	1,035	7%
Potomac St. Coll. of WVU	1,121	81	7%
WVU Institute of Technology	2,496	203	8%
WVU at Parkersburg	3,368	71	2%
Marshall University	11,706	716	6%
System Total	**33,866**	**2,106**	**6%**
State College System			
Bluefield State College	2,405	223	9%
Concord College	2,662	208	8%
Fairmont State College	6,700	244	4%
Glenville State College	2,235	130	6%
Shepherd College	4,055	258	6%
West Liberty State College	2,475	87	4%
West Virginia State College	4,817	705	15%
So. WV Comm. & Tech. Coll.	2,785	65	2%
WV No. Community College	2,670	81	3%
System Total	**30,804**	**2,001**	**7%**
TOTAL	**64,670**	**4,107**	**6%**

Graduate/First Professional Enrollment: Ethnicity

Minority student enrollment, as a percentage of total graduate and first professional enrollment, is holding constant at 5%.



	Fall 1998 Grad./First Prof. Enrollment	Minorities*	%
University System			
West Virginia University	7,063	355	5%
WVU Institute of Technology	12	0	0%
Marshall University	4,302	208	5%
WV School of Osteo. Med.	260	18	7%
System Total	**11,637**	**581**	**5%**
TOTAL	**11,637**	**581**	**5%**

*Minority enrollment does not include non-resident aliens.

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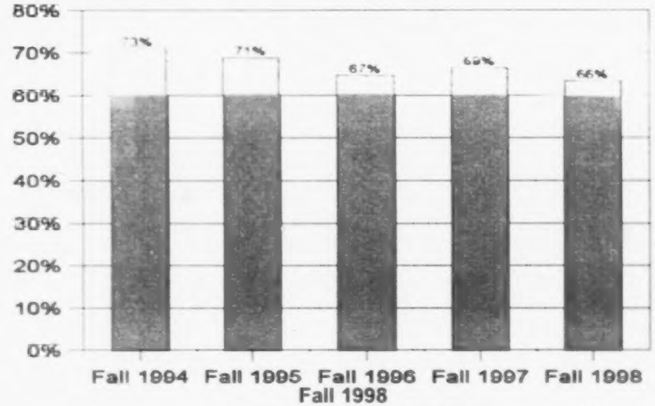
Enrollment in One or More Developmental Courses*: Students Age 25 and Over

Students who are 25 years old and above may enroll in developmental courses to further prepare for college-level work. The table below indicates the percentages of first-time, full-time freshmen in this group enrolled in at least one developmental course. This percentage has shown a decline in recent years.



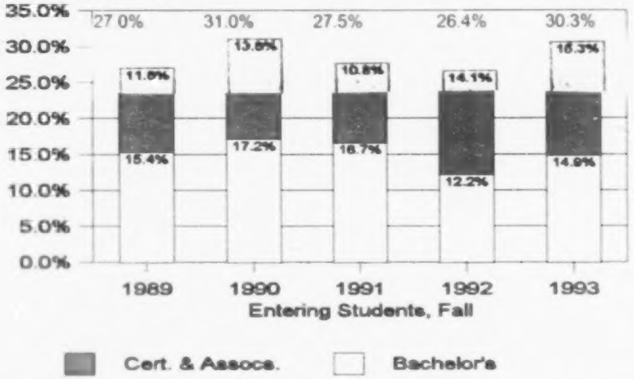
Fall 1998

	First-Time, Full-Time Freshmen 25 and Over	Number in Developmental Courses	%
University System			
West Virginia University	40	NA*	NA
Potomac St. Coll. of WVU	7	3	43%
WVU Institute of Technology	18	11	61%
WVU at Parkersburg	34	31	91%
Marshall University	70	43	61%
System Total	**169**	**88**	**68%***
State College System			
Bluefield State College	57	39	68%
Concord College	8	4	50%
Fairmont State College	47	34	72%
Glenville State College	53	38	72%
Shepherd College	24	20	83%
West Liberty State College	9	4	44%
West Virginia State College	53	39	74%
So. WV Comm. & Tech. College	116	57	49%
WV No. Community College	36	30	83%
System Total	**403**	**265**	**66%**
TOTAL	**572**	**353**	**66%***

*See Appendix

Graduation/Completion Rates: Students Age 25 and Over

Over the past five years, the graduation/completion rates of students who are 25 years old and above have ranged from 26% to 31% with an average of about 28%. (See page 84 for the definition of graduation/completion rates.)



First-Time, Full-Time Freshmen Age 25 and Over Entering in Fall 1993

	First-Time, Full-Time Freshmen 25 and Over	Certificate or Associate's Received	Bachelor's Received	%
University System				
West Virginia University	23	0	10	43.5%
Potomac St. Coll. of WVU	15	1	1	13.3%
WVU Institute of Technology 40	11	11	55.0%	
WVU at Parkersburg	144	24	19	29.9%
Marshall University	85	8	18	30.6%
System Total	**307**	**44**	**59**	**33.6%**
State College System				
Bluefield State College	43	3	5	18.6%
Concord College	17	0	2	11.8%
Fairmont State College	91	16	13	31.9%
Glenville State College	83	5	21	31.3%
Shepherd College	15	2	2	26.7%
West Liberty State College	9	1	2	33.3%
West Virginia State College	41	6	4	24.4%
So. WV Comm. & Tech. College	109	30	7	33.9%
WV No. Community College	68	13	2	22.1%
System Total	**476**	**76**	**58**	**28.2%**
TOTAL	**783**	**120**	**117**	**30.3%**

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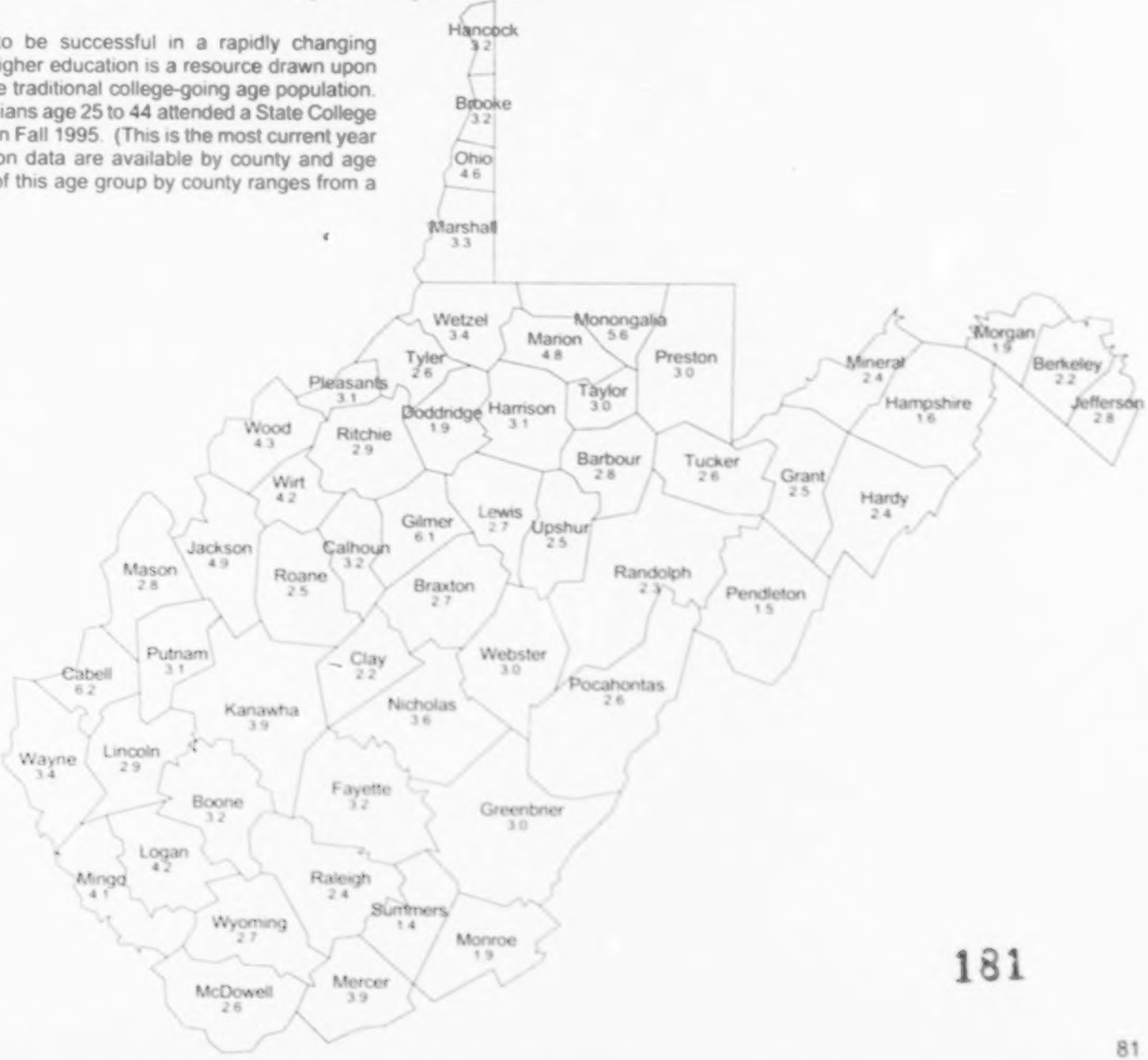
Percentage of the West Virginia Population Age 25 to 44 Enrolled in Public Higher Education, By County, Fall 1995

Lifelong education is required to be successful in a rapidly changing economy. West Virginia public higher education is a resource drawn upon by citizens of all ages, not just the traditional college-going age population. Statewide, 3.6% of all West Virginians age 25 to 44 attended a State College or University Systems institution in Fall 1995. (This is the most current year for which West Virginia population data are available by county and age group.) Attendance on the part of this age group by county ranges from a high of 6.2% to a low of 1.4%.



Access

Off-Campus Program Delivery

Numerous programs offered at off-campus sites provide West Virginians with the greatest possible access to college degrees. Following is a list of locations at which a variety of degree programs can be completed in their entirety. These programs are indicated for each site together with the sponsoring institution.

Statewide

Via Technology

Special Education-M.A.	WVU
Nursing-M.S.N.	WVU
Nursing-B.S.N. (for Registered Nurses)	WVU
Adult & Technical Education	MU
Nursing-B.S.N.	MU

On-Site

Education Leadership-Ed.D. (for Public School CEO's)	WVU

Athens, Mercer County

Community Health Promotion-M.S.	WVU

Beckley, Raleigh County

Business & Economics-Executive M.B.A.	WVU
Communication Studies-M.A.	WVU
Legal Studies-M.L.S.	WVU
Software Engineering-M.S.	WVU
Public Healh-M.P.H.	WVU
Safety-M.S.	MU
Business Administration-M.B.A.	MUGC
Education (all majors)-M.A.	MUGC
Law Enforcement-A.S.	BSC
Nursing-A.S.	BSC
Radiologic Technology-A.S.	BSC
Criminal Justice Administration-B.S.	BSC
Business Administration-B.S.	CC
Social Work-B.S.W.	CC
Legal Assistant-A.A.S.	MU
Safety Management-M.S.	MU
Community Behavioral Health Tech.-A.A.S.	WVSC
Management-A.A.S.	WVSC
Occupational Development-A.A.S.	WVSC

Bluefield, Mercer County

Business & Economics-Executive M.B.A.	WVU

Charleston, Kanawha County

Business & Economics-Executive M.B.A.	WVU
Chemistry-M.S.	WVU
Communication Studies-M.A.	WVU
Community Health Promotion-M.S.	WVU
Education Leadership-Ed.D. (in cooperation with MU and MUGC)	WVU
Public Health-M.P.H.	WVU
Social Work-M.S.W.	WVU
Safety & Environmental Mgmt.-M.S.	WVU
Software Engineering-M.S.	WVU
Health Services Administration-B.S.	WVUIT
Paramedic Science-Cert.	WVUIT
Respirataory Therapy Technology-A.S.	WVUIT

Clay, Clay County

Communication Studies-M.A.	WVU
Community Behavioral Health Technology-A.A.S.	WVSC
Gerontology-A.A.S.	WVSC

Clarksburg, Harrison County/ Fairmont, Marion County

Communication Studies-M.A.	WVU
Community Health Promotion-M.S.	WVU
Counseling-M.A.	WVU
Education Leadership-M.A.	WVU
Software Engineering-M.S.	WVU
Psychology-M.A.	MUGC
Psychology-Ed.S.	MUGC
Reading-M.A.	MUGC
Accounting-A.S.	FSC
General Business-A.A.S.	FSC
Retail Management-A.A.S.	FSC
General Studies-A.A.	FSC
Physical Therapist Assistant-A.A.S.	FSC

Craigsville, Nicholas County

Science Education-M.A.	MUGC

Dunbar, Kanawha County

Occupational Development-A.A.S.	WVSC

Elkins, Randolph County

Counseling-M.A.	MUGC

Huntington, Cabell County

Business Administration-Executive M.B.A. (Hospice)	MU
Nursing-A.S.N. (St. Mary's)	MU
Nursing-B.S.N. (St. Mary's)	MU
Radiologic Tech.-A.A.S. (St. Mary's)	MU
Engineering-M.S.E.	MUGC
Environmental Science-M.S.	MUGC

Hurricane, Putnam County

Leadership Studies-M.A.	MUGC

Lewisburg, Greenbrier County

Business & Economics-Executive M.B.A.	WVU
Reading-M.A.	MUGC
General Education-A.S.	BSC
Business-A.S.	BSC
Secretarial Studies-A.S.	BSC
Law Enforcement-A.S.	BSC
Lodging Operations-A.S.	BSC
Corrections-A.S.	BSC
Criminal Justice Administration-B.S.	BSC
Early/Middle Education-B.S.	BSC

Logan, Logan County

Accounting-B.B.A.	MU
Elementary Education-B.A.	MU
Nursing-B.S.N.	MU

Milton, Cabell County

Business Administration-Executive M.B.A. (Hospice)	MU

Morgantown, Monongalia County

General Business-A.A.S.	FSC

Mount Olive, Fayette County

General Studies-A.S.	WVUIT
Business Technology-A.S.	WVUIT

New Martinsville, Wetzel County

Business & Economics-Executive M.B.A.	WVU

Oak Hill, Fayette County

Health Service Administration-B.S.	WVUIT
Business Technology-A.S.	WVUIT
General Studies-A.S.	WVUIT

Parkersburg, Wood County

Business & Economics-Executive M.B.A.	WVU
Communication Studies-M.A.	WVU
Community Health Promotion-M.S.	WVU
Education Leadership-M.A.	WVU
Safety & Environmental Mgmt.-M.S.	WVU
Business-M.B.A.	MUGC
Psychology-M.A.	MUGC
Psychology-Ed.S.	MUGC
Management (Health Care)-M.S.M.	MUGC
Engineering-M.S.E.	MUGC
Science Education-M.A.	MUGC

Petersburg, Grant County	
Office Technology-A.A.S.	SC
General Studies-A.A.	SC
Business-A.A.S.	SC
Criminal Justice-A.A.S.	SC
Paralegal Studies-A.A.S.	SC

Point Pleasant, Mason County	
Legal Assistant-A.A.S.	MU
Accounting-B.B.A.	MU
Nursing-B.S.N.	MU
Leadership Studies-M.A.	MUGC

Ravenswood, Jackson County	
Occupational Development-A.A.S.	WVSC

Ripley, Jackson County	
Associate in Arts-A.A.	WVU-P
Business Administration-A.S.	WVU-P
Office Administration-A.A.S.	WVU-P
Criminal Justice-A.A.S.	WVU-P

Shepherdstown, Jefferson County	
Business & Economics-Executive M.B.A.	WVU
Communication Studies-M.A.	WVU
Community Health Promotion-M.S.	WVU
Counseling-M.A.	WVU
Education Leadership-M.A.	WVU
Elementary Education-M.A.	WVU
Reading-M.A.	WVU
Safety & Environmental Mgmt.-M.S.	WVU
Secondary Education-Social Studies-M.S.	WVU

Spencer, Roane County	
Administrative Science-A.A.	GSC
Criminal Justice-A.S.	GSC

Summersville, Nicholas County	
Administrative Science-A.A.	GSC
Business Technology-A.S.	GSC
Criminal Justice-A.S.	GSC
General Studies-A.A./A.S.	GSC
Occupational Development-A.S.	GSC
Paralegal Technology-A.S.	GSC

Weston, Lewis County	
Administrative Science-A.A.	GSC
Behavioral Science-B.S.	GSC
Criminal Justice-A.S.	GSC
Environmental Technology-A.S.	GSC
General Studies-A.A./A.S.	GSC
Occupational Development-A.S.	GSC
Paralegal Technology-A.S.	GSC

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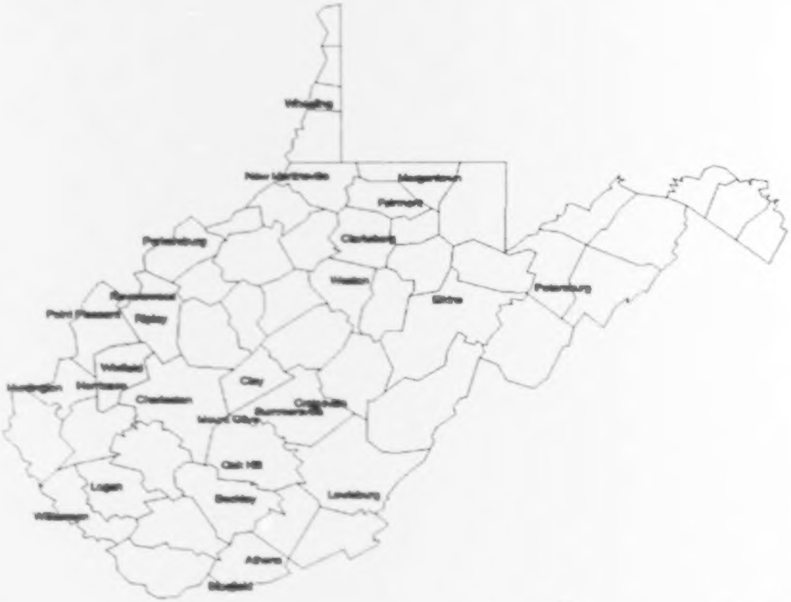
Wheeling, Ohio County	
Business & Economics-Executive M.B.A.	WVU
Communication Studies-M.A.	WVU
Community Health Promotion-M.S.	WVU
Safety & Environmental Mgmt.-M.S.	WVU

Williamson, Mingo County	
Accounting-B.B.A.	MU
Elementary Education-B.A.	MU
Nursing-B.S.N.	MU

Winfield, Putnam County	
Leadership Studies-M.A.	MUGC

Off-Campus Program Delivery Sites



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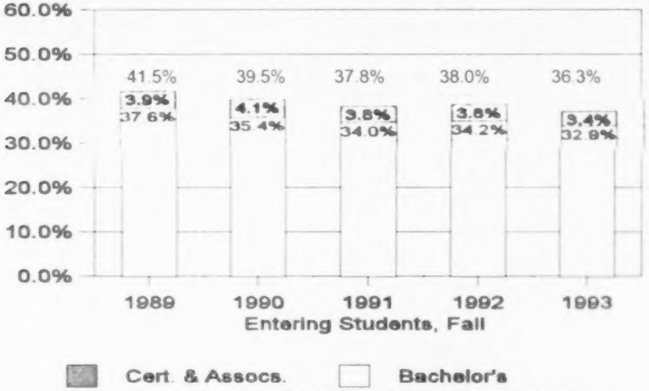
> *More students should be prepared to practice good citizenship and to compete in a global economy in which the good jobs will require an advanced education and level of skill that far surpasses former requirements.*

Student Outcomes

Graduation/Completion Rates

Of the students enrolled as first-time, full-time freshmen, approximately 36% receive a certificate in 2 years, associate's degree in 3 years, or bachelor's degree in 6 years from one of the public institutions in the state. In the table below, students who transfer to another West Virginia public higher education institution and receive a degree are shown as graduates of the institution they originally entered. Those who transfer to independent or out-of-state institutions cannot be consistently tracked and are not included.

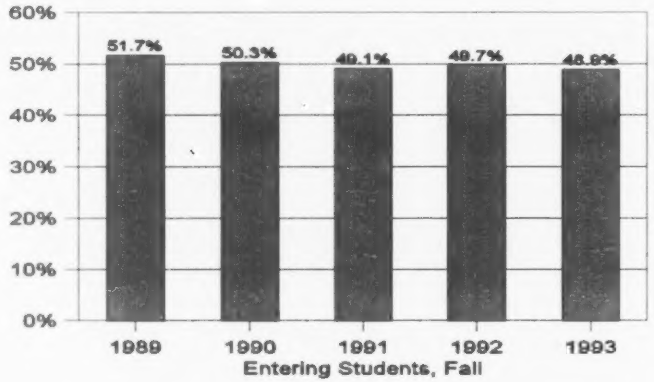


First-Time, Full-Time Freshmen Entering in Fall 1993

	First-Time, Full-Time Freshmen	Certificate or Associate's Received	Bachelor's Received	%
University System				
West Virginia University	2,806	0	1,563	55.7%
Potomac St. Coll. of WVU	414	41	67	26.1%
WVU Institute of Technology	566	39	174	37.6%
WVU at Parkersburg	674	45	76	18.0%
Marshall University	1,821	28	608	34.9%
System Total	**6,281**	**153**	**2,488**	**42.0%**
State College System				
Bluefield State College	368	25	69	25.5%
Concord College	487	2	164	34.1%
Fairmont State College	1,053	51	275	31.0%
Glenville State College	537	20	148	31.3%
Shepherd College	557	7	221	40.9%
West Liberty State College	474	6	204	44.3%
West Virginia State College	648	11	123	20.7%
So. WV Comm. & Tech. College	664	75	39	17.2%
WV No. Community College	317	39	15	17.0%
System Total	**5,105**	**236**	**1,258**	**29.3%**
TOTAL	**11,386**	**389**	**3,746**	**36.3%**

Retention Rates

Retention rates differ from graduation/completion rates because retention rates also include students who are still enrolled but have not yet received a degree as well as those who have received certificates or associate's degrees any time within the six-year period. During the past five years, this figure has averaged at approximately 50%.



First-Time, Full-Time Freshmen Entering in Fall 1993

	First-Time, Full-Time Freshmen	Degree Received	Still Enrolled	%
University System				
West Virginia University	2,806	1,579	203	63.5%
Potomac St. Coll. of WVU	414	118	18	32.9%
WVU Institute of Technology	566	242	40	49.8%
WVU at Parkersburg	674	179	57	35.0%
Marshall University	1,821	692	247	51.6%
System Total	**6,281**	**2,810**	**565**	**53.7%**
State College System				
Bluefield State College	368	123	29	41.3%
Concord College	487	172	51	45.8%
Fairmont State College	1,053	382	105	46.2%
Glenville State College	537	194	51	45.6%
Shepherd College	557	237	42	50.1%
West Liberty State College	474	213	36	52.5%
West Virginia State College	648	160	73	36.0%
So. WV Comm. & Tech. College	664	177	42	33.0%
WV No. Community College	317	83	25	34.1%
System Total	**5,105**	**1,741**	**454**	**43.0%**
TOTAL	**11,386**	**4,551**	**1,019**	**48.9%**

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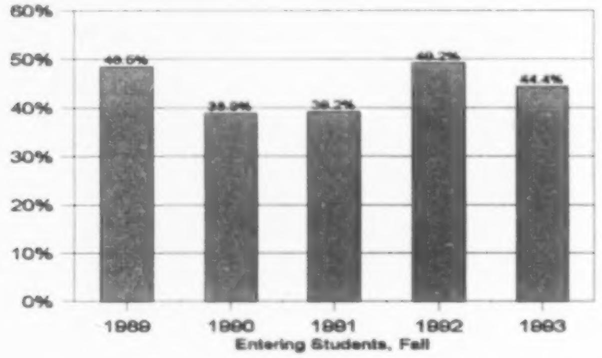
Student Outcomes

Graduation/Completion Rates: Students Receiving Athletically-Related Financial Aid

Graduation rates for students receiving athletically-related aid are generally at least as high as for all first-time, full-time freshmen. These figures include students earning a certificate in 2 years, associate's degree in 3 years, or bachelor's degree in 6 years. Small numbers can result in greater year to year differences.

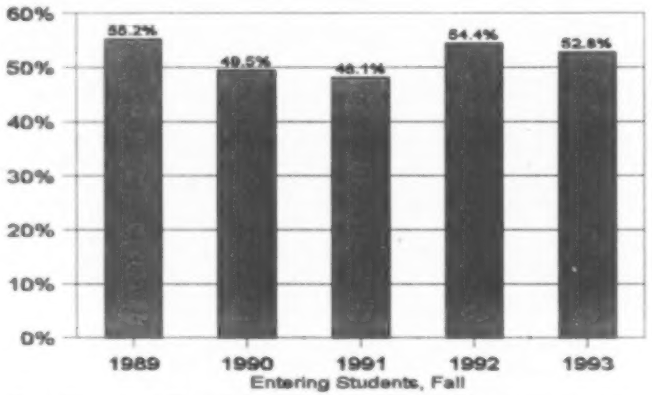


First-Time, Full-Time Freshman Athletes Entering in Fall 1993

	First-Time, Full-Time Freshmen	Certificate or Associate's Received	Bachelor's Received	%
University System				
West Virginia University	66	0	42	63.6%
Potomac St. Coll. of WVU	22	2	3	22.7%
WVU Institute of Technology	45	0	16	35.6%
WVU at Parkersburg	NA	NA	NA	NA
Marshall University	82	0	41	50.0%
System Total	**215**	**2**	**102**	**48.4%**
State College System				
Bluefield State College	16	2	5	43.8%
Concord College	23	0	6	26.1%
Fairmont State College	35	0	15	42.9%
Glenville State College	24	0	7	29.2%
Shepherd College	17	0	9	52.9%
West Liberty State College	19	0	10	52.6%
West Virginia State College	11	0	2	18.2%
So. WV Comm. & Tech. College	NA	NA	NA	NA
WV No. Community College	NA	NA	NA	NA
System Total	**145**	**2**	**54**	**38.6%**
TOTAL	**360**	**4**	**156**	**44.4%**

Retention Rates: Students Receiving Athletically-Related Financial Aid

In addition to the degree recipients who make up the graduation rate, the retention rate includes students who are still enrolled and those who received degrees at any time within the six year period. The relatively small number of athletes at some schools can lead to greater shifts in percentages across years.

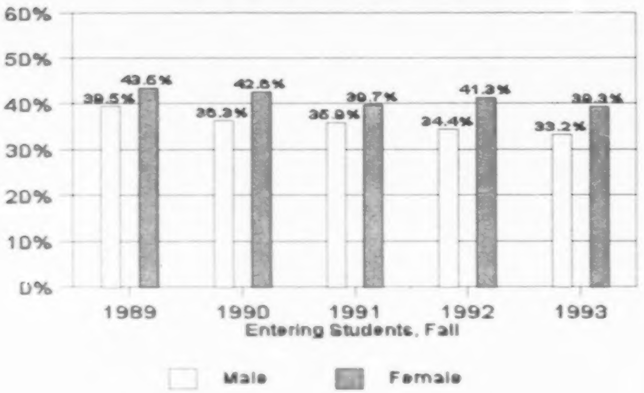


First-Time, Full-Time Freshman Athletes Entering in Fall 1993

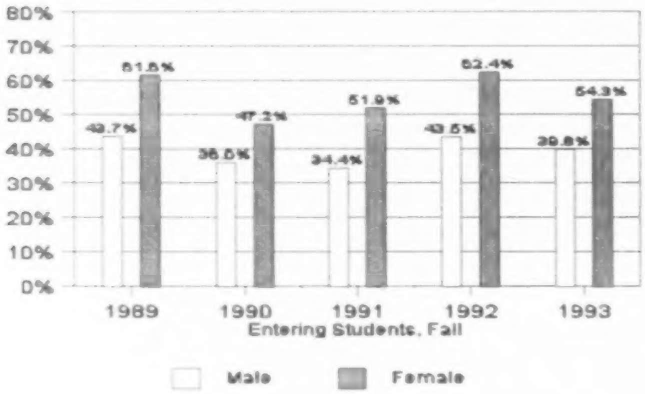
	First-Time, Full-Time Freshmen	Degree Received	Still Enrolled	%
University System				
West Virginia University	66	42	4	69.7%
Potomac St. Coll. of WVU	22	7	0	31.8%
WVU Institute of Technology	45	16	3	42.2%
WVU at Parkersburg	NA	NA	NA	NA
Marshall University	82	41	5	56.1%
System Total	**215**	**106**	**12**	**54.9%**
State College System				
Bluefield State College	16	10	0	62.5%
Concord College	23	6	2	34.8%
Fairmont State College	35	16	6	62.9%
Glenville State College	24	8	2	41.7%
Shepherd College	17	9	0	52.9%
West Liberty State College	19	10	1	57.9%
West Virginia State College	11	2	0	18.2%
So. WV Comm. & Tech. College	NA	NA	NA	NA
WV No. Community College	NA	NA	NA	NA
System Total	**145**	**61**	**11**	**49.7%**
TOTAL	**360**	**167**	**23**	**52.8%**

Student Outcomes

Graduation/Completion Rates By Gender
First-Time, Full-Time Freshmen

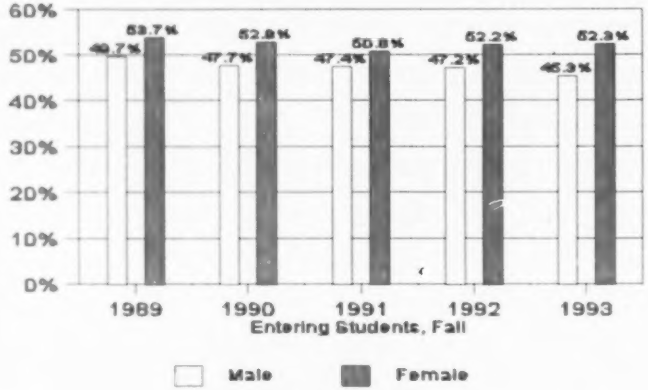


Graduation/Completion Rates By Gender
Students Receiving Athletically-Related Financial Aid*

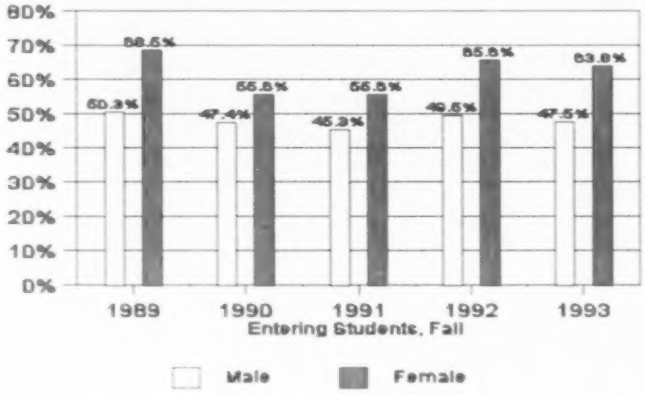


*Much of the fluctuation in female athletes' graduation and retention rates is attributable to the relatively small numbers (between 72 and 116) of female students receiving athletically-related financial aid.

Retention Rates by Gender
First-Time, Full-Time Freshmen



Retention Rates By Gender
Students Receiving Athletically-Related Financial Aid*



Student Outcomes

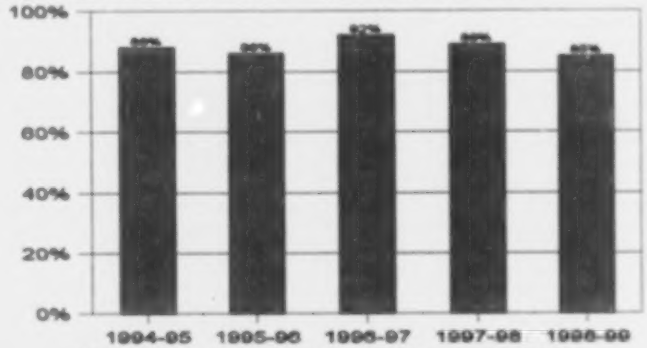
Preparing Students to Compete in a Global Economy

Senate Bill 377 required that West Virginia higher education institutions prepare students to compete in a global economy. Institutions must provide students with opportunities to develop the skills, knowledge, and level of cultural appreciation necessary to interact successfully in cultures different from their own. Higher education must document and convey the specific activities and opportunities targeted to fulfill this component of the educational experience. Increased effort in this area has made an impact, as recent surveys of graduates show that the percent of students who indicate that they were able to develop multicultural and global perspectives has increased in each year from 1995-96 to 1998-99.

- West Virginia University, Marshall University, Potomac State College of WVU, Bluefield State College, Concord College, Fairmont State College, Shepherd College, West Liberty State College, and West Virginia State College offer programs in which foreign language study is required for graduation.
- West Virginia University, Marshall University, West Virginia University Institute of Technology, Shepherd College, West Virginia State College, and West Virginia Northern Community College have graduation requirements in multicultural studies.
- West Virginia University, Marshall University, WVU at Parkersburg, Fairmont State College, Shepherd College, and West Virginia State College have student/faculty exchange programs with colleges and universities in other countries or offer college/university-sponsored coursework abroad.
- Fourteen institutions sponsor multicultural and international events on campus.
- Fourteen institutions offer multicultural courses. A survey of institutions shows a wide range of courses which have a global or multicultural emphasis. Institutions cited courses in international business, African-American literature, sociology, international economics, social science, English, history, world geography, art, humanities, international studies, foreign languages, cultural anthropology, art history, political science, music, education, race and gender studies, philosophy, and religious studies. These course offerings are evidence of a successful effort to integrate global and multicultural courses into the general curriculum of the institutions.

Performance on Professional Licensure Examinations Associate's Degree Students

Statewide, the percentage of associate's degree students passing a professional licensure examination in their field of study has averaged 88% during the past five years. Exams shown on this and the following page represent those which students must pass in order to practice a vocation or profession and for which data were available. Due to changes in program offerings and availability of exam results, each year shown may not reflect the same exams.

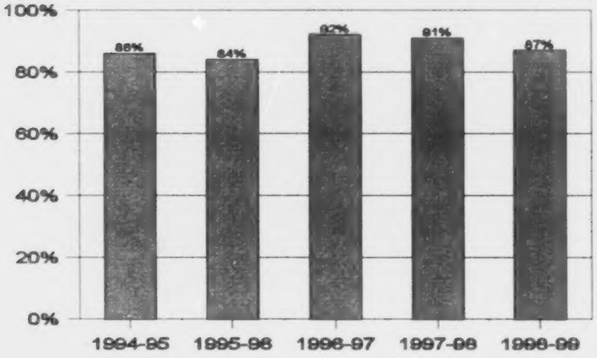


Students Tested from July 1, 1998 to June 30, 1999

	Exam: # Examinees/# Passing
University System	
WVU Institute of Technology	Nursing: 36/26, Dental Hygiene: 15/15
WVU at Parkersburg	Nursing: 57/50, Welding: 45/45
Marshall University	Radiologic Tech: 13/13, Medical Lab Tech: 7/7, Medical Record Tech: 9/3, Emergency Medical Tech-EMT part: 65/60; Paramedic part: 28/5, Nursing: 50/50, Respiratory Care Technology: 25/12, Aviation/Avionics Tech: 1/1
System Total	**351/287**
State College System	
Bluefield State College	Radiologic Tech: 18/17, Nursing: 35/34
Fairmont State College	Aviation/Avionics Tech: 19/19, Medical Lab Tech: 10/7, Nursing: 49/47, Medical Record Tech: 10/9, Physical Therapy Asst: 21/17, Veterinary Tech: 13/7
Glenville State College	Land Surveying-Part I: 4/3, Part II: 2/1, Part IV: 3/1
Shepherd College	Nursing: 29/29
West Liberty State College	Dental Hygiene: 29/23
West Virginia State College	Nuclear Medicine Tech: 13/13
So. WV Comm. & Tech. College	Radiologic Tech: 15/12, Medical Lab Tech: 6/6, Nursing: 52/50
WV No. Community College	Medical Lab Tech: 6/3, Nursing: 78/65, Respiratory Care Tech: 15/13
System Total	**427/376**
TOTAL	**778/663**

Student Outcomes

Performance on Professional Licensure Examinations Baccalaureate Degree Students*



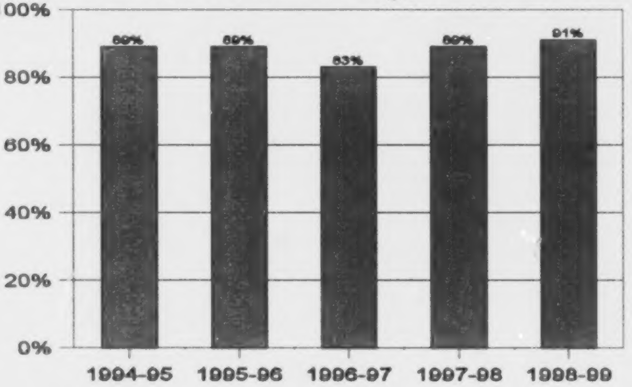
Students Tested from July 1, 1998 to June 30, 1999

	Exam: # Examinees/# Passing
University System	
West Virginia University	Medical Tech: 24/22, Nursing: 71/64**, Dental Hygiene: 21/21,Teacher Educ (Praxis II): 345/322, Pharmacy: 83/82, Physical Therapy: 29/29
WVU at Parkersburg	Teacher Educ (Praxis II): 53/47
Marshall University	Medical Tech: 6/2, Nursing: 49/44, Teacher Educ (Praxis II): 560/458
System Total	**1,241/1,091**
State College System	
Bluefield State College	Teacher Educ (Praxis II): 47/27
Concord College	Teacher Educ (Praxis II): 217/178
Fairmont State College	Aviation: 6/6, Teacher Educ (Praxis II): 205/204
Glenville State College	Nursing: 13/12, Teacher Educ (Praxis II): 78/74
Shepherd College	Nursing: 25/23, Social Work (State): 9/9, Teacher Educ (Praxis II): 66/60
West Liberty State College	Medical Tech: 8/7, Nursing: 7/6, Teacher Educ (Praxis II): 232/209
West Virginia State College	Social Work(State): 25/5, Teacher Educ (Praxis II): 171/142
System Total	**1,109/962**
TOTAL	**2,350/2,053**

*Individuals who have taken various licensure exams are not necessarily graduates. They may have completed only the course(s) required for licensure.

**Includes GSC/WVU joint program students who attend WVUIT in junior and senior years.

Performance on Professional Licensure Examinations Graduate/First Professional Degree Students



Students Tested from July 1, 1998 to June 30, 1999

	Exam: # Examinees/# Passing
University System	
West Virginia University	Law: 132/100, Dentistry: 22/18, USMLE Step 3: 74/74~, Teacher Educ (Praxis II): 445/425,Nat'l Certified Counselor Exam: 8/8, Nat'l Exam in Speech Pathology and Audiology: 26/23
Marshall University	USMLE Step 3: 44/41~, Nat'l Exam in Speech Pathology and Audiology: 35/35, Dietetics: 10/8, Family Nurse Practitioner Certification: 17/17
WV School of Osteo. Med.	Comlex-Level 3: 58/54
System Total	**753/688**
TOTAL (excluding USMLE)	**753/688**

General Note: Due to changes in exams offered and availability of results, each year shown may not reflect the same exams.

~Based on 1996 graduates - the most recent data available. These data are excluded from 1998-99 graph and totals and have been included in the 1996-97 bar of the graph. Because these data become available two years after the graduation year, this publication will continually update prior data and therefore will not match year-for-year with previous Report Cards.

Student Outcomes

Results of Undergraduate Graduating Student Surveys, 1995-96 through 1998-99

The strategic plans of both the State College System and the University System require their institutions to survey graduates of undergraduate programs regarding satisfaction with their educational experiences. Standard questions have been included in graduating student surveys administered by each undergraduate-level institution since the 1995-96 academic year. The results shown below indicate considerable satisfaction on the part of graduates with the preparation they received in critical thinking, general education, and writing. Graduates also were highly satisfied with the quality of teaching they received from their institutions. Graduates were considerably less satisfied with classroom and laboratory facilities, and education in developing multicultural and global perspectives. The responses to most of the questions have not changed a great deal over the last four years, with two notable exceptions. The percentage of respondents who agreed or strongly agreed that their academic programs developed their computer literacy increased from about 63% in 1995-96 to 74% in 1998-99. The percent who agreed or strongly agreed that they developed global and multicultural perspectives rose over this time period from about 56% to 65%.

Question	Percent Agree or Strongly Agree			
	1995-96	1996-97	1997-98	1998-99
In completing your academic program were you able to acquire a basic knowledge in general education (humanities, social sciences and natural sciences)?	87.9%	87.8%	87.2%	91.0%
In completing your academic program were you able to develop critical thinking skills?	87.5%	88.0%	86.1%	87.4%
In completing your academic program were you able to develop the ability to write effectively?	83.7%	81.3%	83.2%	85.1%
Were you satisfied with the quality of teaching?	79.4%	80.3%	80.3%	83.4%
Were you adequately prepared for a career and/or graduate or professional school?	76.9%	73.9%	73.8%	78.8%
In completing your academic program were you able to develop effective public speaking skills?	72.9%	75.5%	71.9%	75.3%
In completing your academic program were you able to develop computer/technical literacy and competency skills?	63.3%	67.2%	68.6%	73.8%
Were you satisfied with the quality of advising?	62.3%	69.4%	65.8%	71.0%
In completing your academic program were you able to develop the ability to use mathematics effectively?	68.1%	67.4%	68.7%	69.2%
In completing your academic program were you able to develop multicultural and global perspectives?	55.7%	58.4%	60.2%	64.9%
Were you satisfied with classroom/lab facilities?	63.7%	60.6%	62.4%	64.2%

Economic and Workforce Development

Resources should be focused on programs and courses which offer the greatest opportunities for students and the greatest opportunity for job creation and retention in the state.

Economic and Workforce Development Activities Undertaken by Community and Technical Colleges
1998-99

West Virginia community and technical college education is provided by four two-year institutions and seven four-year institutions with community and technical colleges. Senate Bill 547 requires that these 11 institutions increase their level of economic development activities in their service areas. In complying with this provision, the institutions will place additional emphasis on providing programs to business and industry and will facilitate a unified effort to meet the documented workforce development needs of their service areas.

! Ten institutions have been involved in the certification process to deliver training modules developed through the Governor's Guaranteed Workforce Program and the Center for Entrepreneurial Studies and Development, Inc. Sixty-three instructors throughout the state are certified to deliver these training modules.

! All 11 institutions have been directly involved during the past year with economic development agencies and/or chambers of commerce in attracting new industries to their service districts.

! Eighty-eight cooperative efforts with business and industry have been established by ten institutions which result in joint program delivery.

! All 11 institutions delivered a total of 1,019 customized training programs to employers. In the previous year, 713 such programs were delivered.

! Nine institutions implemented 155 curricular changes to meet direct identified employer needs, an increase from 140 in the previous year.

! Eight institutions implemented 23 new programs to meet direct identified employer needs. In the previous year, 27 new programs were implemented.

Economic and Workforce Development Activities Undertaken by Four-Year Institutions
1998-99

Baccalaureate education in West Virginia is provided by two universities and eight four-year colleges. While community and technical colleges have a specific mission to serve the immediate workforce development needs of their service areas, baccalaureate institutions are likely to serve longer term goals such as general education and preparation of students for graduate and professional education. Differences in economic development activities between the two types of institutions largely reflect differences in their educational missions.

While this is not their primary focus, baccalaureate institutions have encouraged economic development in a variety of ways. Ten of the institutions are involved with chambers of commerce and economic development agencies in attracting new industries to their districts. In addition,

! Ten institutions implemented 138 curricular changes to meet direct identified employer needs. One hundred and seventy-one curricular changes had been implemented in the previous year.

! Six institutions implemented 22 new programs to meet direct identified employer needs. Thirty-two new programs had been implemented in the previous year.

! Forty-nine formal alliances with business and industry have been established by eight institutions which result in joint program delivery.

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Economic and Workforce Development

Since 1995, the State College and University Systems have worked with the West Virginia Bureau of Employment Programs to obtain employment data for graduates who remain in the state to work. This project has provided valuable information on the post-graduation success of our graduates. It is important to note that the results present a conservative picture of retention and earnings of graduates. Self-employed graduates do not report their employment and earnings to the Bureau of Employment Programs and cannot be tracked through this method. Graduates who reside in West Virginia but work across state lines and those who enroll in private colleges and universities are also not accounted for. The employment data available do not distinguish between part-time and full-time jobs, so to the extent that the graduates work part-time the average earnings reported are reduced.

Of students who were residents of West Virginia when they received their degrees in 1996-97, 73.1% remained in the state to work or attend a public higher education institution in 1998, and 69% worked or combined work with school attendance. Associate's degree recipients are more likely to remain in the state than other graduates, with 83% doing so.

In 1998, 1996-97 West Virginia resident graduates of associate's degree programs who worked four quarters of the year had average earnings of $22,486, while average earnings of graduates of bachelor's degree programs were $22,870. While earnings of bachelor's degree recipients are only 1.7% higher than those of associate's degree recipients, this is in part largely due to differences in major fields chosen at each degree level. A comparison of earnings across degrees within specific groups of majors shows larger earnings premiums resulting from additional education. For example, bachelor's degree recipients in business majors earn 22.3% more on average than their associate's degree counterparts. The gap is 27% for health majors, 17.6% for liberal arts, 4.4% for math/science, and 7.1% for trade/technical majors.

While it is interesting to examine the employment outcomes for new graduates, the returns to education occur over many years. The Class of 1993-94 has been tracked in the West Virginia labor market each year from 1995 to 1998. Analysis of their labor market outcomes presents an encouraging picture of the returns to education in West Virginia. The most striking aspect of these results is the high earnings growth for degree recipients at all levels. Average earnings of associate's degree recipients were $20,280 in 1995 and rose to $26,808 in 1998, a 9.7% annual growth rate. Bachelor's degree earnings began at $20,589 in 1995 and grew at an annual rate of 11.5%, reaching $28,526 in 1998. Due to the higher salary growth rates for Bachelor's degree recipients, the earnings premium for earning a Bachelor's degree has increased from 1.5% to 6% over this time period.

1998 West Virginia Employment and Educational Activities of 1996-97 Resident Graduates

	Associate's	Bachelor's	All Degrees
Working in WV, but not attending school	58.2%	51.3%	54.2%
Working in WV and attending school	19.0%	14.4%	14.8%
Sub-total: Working in WV	77.2%	65.7%	69.0%
Attending school, but not working in WV	5.8%	4.6%	4.1%
Sub-total: Working or attending school in WV	83.0%	70.3%	73.1%
Neither working nor attending school in WV	17.0%	29.7%	26.9%
TOTAL GRADUATES	**1,796**	**4,853**	**8,589**

Average Earnings by Major, 1996-97 Resident Graduates Who Worked Four Quarters of 1998 in West Virginia

	Associate's	Bachelor's	%Difference
All Graduates	$22,486	$22,870	1.7%
Business	$18,044	$22,062	22.3%
Education	*	$17,094	*
Engineering	*	$34,212	*
Health	$28,520	$36,277	27.0%
Liberal Arts	$17,979	$21,142	17.6%
Math/Sciences	$20,757	$21,663	4.4%
Services	*	$17,511	*
Trade/Technical	$19,293	$20,671	7.1%

The Class of 1993-94, Average Earnings by Degree 1995 through 1998**

Degree Earned	1995	1996	1997	1998	Average Annual Growth Rate
Associate's	$20,280	$22,567	$24,624	$26,808	9.7%
Bachelor's	$20,589	$23,338	$25,887	$28,526	11.5%
First Professional	$35,609	$42,364	$52,650	$68,797	24.5%
Master's	$30,444	$32,446	$34,239	$36,500	6.2%
Associate's as a % of Bachelor's	98.5%	96.7%	95.1%	94.0%	

* No associate's degrees were received in these major categories by these graduates. Engineering technology graduates have been placed in the trade/technical category.

** Associate's and bachelor's degree recipients who earn higher degrees in subsequent years are removed from these calculations of average earnings. For example, a graduate earning an associate's degree in 1993-94 and a bachelor's degree in 1994-95 is removed from the calculation of the associate's degree average earnings in 1996.

Resources should be used to their maximum potential and faculty and technology should be combined in a way that makes West Virginia higher education more productive than similar institutions in other states.

Productivity and Efficiency

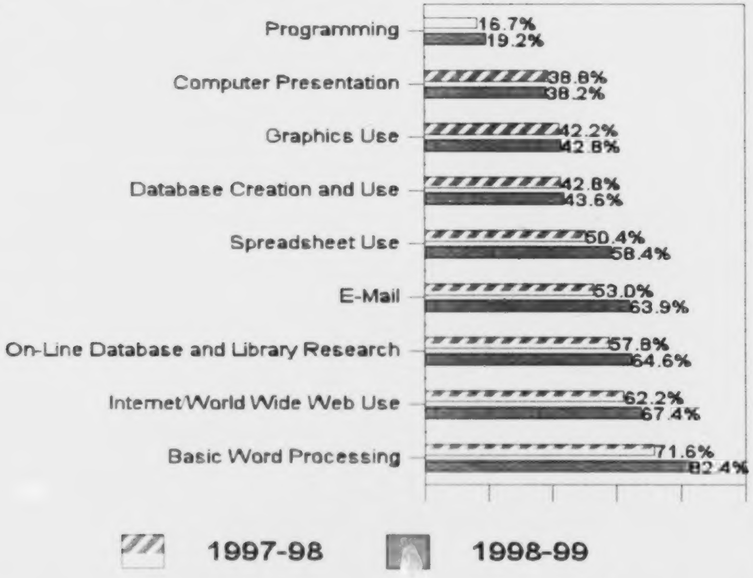
Computer Literacy Requirements
1997-98 and 1998-99

Skilled use of computers on the part of students enhances both their ability to learn while in school and to function in the world of work and personal life. It is important to monitor the computer literacy requirements placed on students in their programs of study in higher education.

Public higher education institutions in West Virginia have been surveyed to determine the percentage of their academic programs which require computer-related skills for graduation.

Program requirements in computer literacy increased in eight of nine areas between 1997-98 and 1998-99, with especially large increases in the required use of word processing (71.6% to 82.4%), spreadsheet use (50.4% to 58.4%), and E-mail (53.0% to 63.9%).

Percentage of Programs Requiring Specific Computer Skills

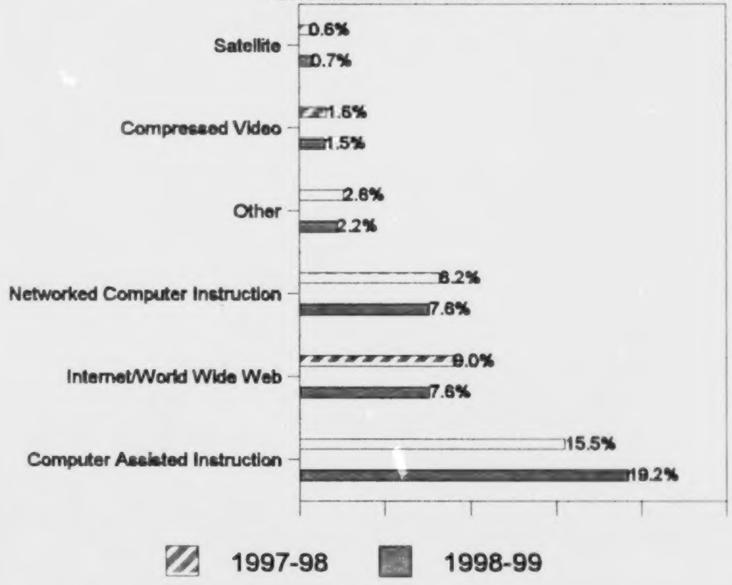


Use of Technology for Instructional Delivery
1997-98 and 1998-99

New computer technologies offer opportunities to enhance the delivery of education. Through distance education technologies such as compressed video and satellites, educational offerings can be delivered to those who cannot come to a college campus. Also, these technologies allow schools to share the resources of expert teachers. The Internet, in particular the World Wide Web, offers students access to people and information from all over the world. The connection of many computers on a campus through networks offers the ability to share information and educational resources in instruction.

Across the spectrum of technologies, use of new delivery methods was relatively stable between 1997-98 and 1998-99. Small decreases in the use of networked computer instruction (8.2% to 7.6%) and the Internet/WWW (9.0% to 7.6%) was balanced by an increase in the use of stand-alone computer-assisted instruction (15.5% to 19.2%).

Percentage of Classes for which Technological Delivery Methods are Critical or Essential



Productivity and Efficiency

Technology-Related Faculty Development Activities
1998-99

! **West Virginia University**-The Faculty Development Office awarded 10 grants in instructional technology to help faculty bring relevant technology to bear on learning and teaching. The Office of Academic Computing operates the Instructional Technology Resource Center (ITRC), which provides faculty consultation, technical assistance, and development support in the application of technology to instruction. The Office of Academic Computing and the Office of Extended Learning purchased TopClass, a Web server platform for the support and delivery of Web based courses. Under the Oracle Academic Initiative, Oracle, Inc. will provide WVU with software, curricular materials, and training to support the use of Oracle software for database training. The WVU Office of Information Technology offers about 60 training workshops. Topics include word processing, database systems, spreadsheets, Internet and the World Wide Web. The Office of Academic Computing offers a specialized track focusing on the application of instructional technology. The Faculty Development Office sponsors a weeklong intensive program of faculty development workshops. Significant portions of these workshops deal with the development and use of instructional technology. The Office of Academic Computing hosts the WVU Technology and Computing Fair, which provides opportunities for WVU faculty and staff, and the surrounding academic community to share ideas concerning the role of information technology in higher education.

! **Potomac State College of WVU**-Distance Learning Classroom went on-line at the beginning of the Fall1998 semester and has been used for classes and meetings of the WVU Faculty Senate. Administrators, faculty, and staff are being added to the new campus-wide computer LAN network. The Faculty Assembly approved a proposal that PSC become a local CISCO Academy, partnering with WVU as a Regional CISCO Academy.

! **WVU Institute of Technology**-Faculty workshops were offered in Web Site Development; Microsoft Office 2000 and Introduction to Windows 98. Faculty were offered courses in Technology in the Classroom and Using Hands-On Technology Techniques in the Classroom. Faculty attended a Course Technology Workshop; served on the Statewide Information Technology Planning Committee; attended workshops on Technical Funding Opportunities; attended Microsoft Skills 2000 National Meeting and Training; attend CISCO certification training; and attended meetings on application of emerging IPSI technology computer-based curriculum development. Faculty in Dental Hygiene attended a workshop on New Technologies in the Classroom and a seminar on Using the Internet to Enhance Instruction.

! **WVU at Parkersburg**-Training was provided to all faculty in areas of technology augmented class presentation and course development, including online course preparation for offering courses via technology. WVU-P continues to offer courses in Alternative Delivery Systems for students who are unable to attend classes in traditional ways. About one-third of the faculty have posted individual Web pages with information about their courses, instructional materials, and online communication.

! **Marshall University**-The College of Fine Arts has undertaken a project supported from an Appalachian Regional Commission grant to develop computer CD-ROM learning modules in the arts for West Virginia high school students. In the College of Science, the Instructional Technologist has assisted faculty in the following areas: measurement of digitally-acquired images; band analysis: electropharetic analysis of proteins; training seminars on Web publishing; Python video capturing devices; new server for multimedia presentation by storing biological images; Karyotyping and chromosome analysis by computer. Faculty in the Division of Health, Physical Education and Recreation in the College of Education and Human Services are developing Internet courses in Park Resources and Leisure Services, Off-Road Trail Management. Leadership Studies faculty have developed Education Leadership WebCT courses. In addition, the following technology-related faculty development activities were offered for all College of Education and Human Services faculty: Faculty-to-Faculty Web CT; Library Resources from Your Desktop; and Using the Web to Enhance the Classroom. The Center for Instructional Technology opened its faculty development lab in the John Deaver Drinko Library. The University provided technical training for 339 faculty and staff during Spring 1999. These opportunities included Web browsers, E-mail, Web CT, Microsoft Outlook, online course creation and development, Java Microsoft PowerPoint, Microsoft FrontPage, Netscape Composer, Microsoft Word, using the Web to supplement courses, Microsoft Access, Macromedia Director, Microsoft Excel, using the two-way video classrooms, using SCT Banner, introduction to Windows NT, configuring your home machine for use with MUNet, converting word processing documents to HTML, using the Marshall University calendar and how to use the Marshall University Library systems. Throughout 1998-99, Library faculty, assisted by the Information Technology Office, hosted several workshops on electronic library research and use of digital equipment designed for faculty. A grant of $200,000 from the President's office will be used to encourage and assist faculty in online course development and other multimedia projects.

! **WV School of Osteopathic Medicine**-Development of a Web-based wide-area-network supporting clinical rotations has been completed and initial use began with the third year class in June, 1999. HRSA support was obtained to hire a specialist in information technology to train clinical faculty. This program has enhanced the use of presentation software in lectures and the incorporation of syllabus materials into the WVSOM Website.

! **Bluefield State College**-Faculty workshops were conducted in Windows 95, Banner, E-mail, and Excel.

! **Concord College**-Organized activities with the new Director of Academic Computing and Technologies; Workshops/training sessions delivered - ELMO presentation systems, digitizing slides/audio/video resources, use of 60+ new faculty computers, operations of 3 new labs (Writing, Business, Fine Arts), K-12/college technology partnerships, potentials of a virtual reality environment, operations of the networked spatial analysis college support, software training (Real Server, Office 97/98, Ghost Pagemill).

! **Fairmont State College**-As the campus becomes networked and desktop computers are placed in every faculty office, faculty are taking these technology resources into their classrooms. Faculty have attended on-campus workshops on Windows 95, Eudora, WordPerfect, Word, PowerPoint, Front Page, Netscape, and Internet Explorer. Faculty also attend off-campus conferences and workshops, devoted to technology related issues. Faculty have taken short courses in converting traditional overhead materials to PowerPoint presentations utilizing resources in classroom presentations, and using new electronic materials to be used in classroom instruction. Several courses were developed and delivered via the Web for the first time this year, and additional courses are under development. One group of faculty served as a test group for utilizing the new E-mail and Web services, and these faculty will now begin serving as resources and mentors to other faculty.

! **Glenville State College**-Campus-wide workshops on Web-based instruction were conducted for the entire faculty. Additionally, individual faculty members participated in teleconferences, the National Technology Conference and state and national meetings dealing with GIS, Computer Mapping and computer driven telescopes. Faculty Development also occurred as individuals engaged in developing distance learning courses, Web-based courses, home pages, PowerPoint presentations and the implementation of art design and computer music notation software.

! **Shepherd College**-There were five faculty workshops led by English department faculty with extensive experience in using the Internet. Topics included learning to use the Internet for research and Web page design. The Registrar has given individual instruction to selected faculty on accessing Banner forms. A physics faculty member was selected to attend a training course at the National Center for Supercomputer Applications. ! **West Liberty State College**-An additional $15,000 was provided in Instructional Technology Equipment for the Media Center to support faculty teaching and classroom activities. Funding was provided, which was supported by an external matching grant, to purchase additional personal computers for the Nursing Program. An additional $15,000 went to the Arts & Communications Faculty to purchase modern studio camera equipment for the Program in Communications. Instruction led by an external consultant continued to teach faculty basic skills for integrating computer technology and Internet instruction methods into the classroom. An additional computer services lab specialist was hired to support the computer training and computer lab needs of College faculty. Over $10,000 in grant funding was received to modernize the computerized music education equipment. Over $50,000 was used to purchase new PCs for faculty and computer labs. Audiology equipment was updated at the cost of $5,000 for faculty in the Speech Pathology Program.

! **West Virginia State College**-For the past several years, WVSC faculty have had the opportunity to apply for faculty development funds to attend workshops and conferences focusing on Instructional Technology. Some of these activities have included: attending the Syllabus Education Technology Conference, "Integrating Technology in the Teaching of Writing", instructional workshops on software programs which are now being utilized in new Communications classes focusing on digital media and Web design, Computer Music Technology Conference, Disklavier Seminar, digital editing, Teaching, Technology and Career Advancement Technology, Instructional Technology in the classroom, Web-based courses and learning, and Web page construction and development; Technology for the Campus, Developing Web-based Courses, Teaching at a Distance, The Web and Instruction, Microsoft Excel, and Advanced Auto CAD.

! **Southern WV Community and Technical College**-Has conducted workshops on Integrating Technology & Web Use in the Classroom, Windows 95 Basics, Advanced Word Processing, IPSI Exam Builder, IPSI Course Builder for new faculty, Developmental Lab Computer System, Banner Student Information System Upgrade, Development Lab Software, Institutional Web Publishing, and Search Bank.

! **West Virginia Northern Community College**-Has conducted workshops in FrontPage and Web Page construction, including basic web page design, HTML publishing and digital image presentations; in IPSI and syllabus construction; and in Web/Netscape and E-mail. One special IPSI workshop was conducted for faculty in the local high schools who are involved in School to Work and Tech Prep Programs.

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Productivity and Efficiency

Externally Sponsored Academic Research Projects*
1998-99 Academic Year

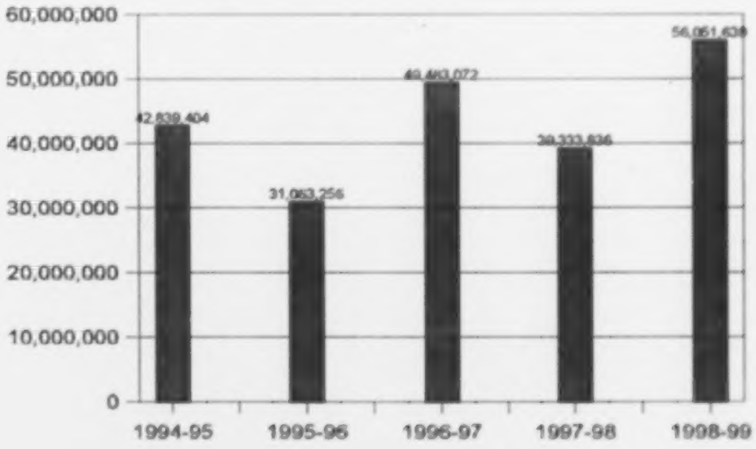
A total of 761 projects were funded in the 1998-99 academic year an increase of 173.

	Number of Sponsored Projects 1998-99	$ Value of Grants or Contracts for 1998-99	Total $ Value Over Entire Length of Grants/Contracts
University System			
West Virginia University*	625	$41,488,748	$177,672,223
Potomac St. Coll. of WVU	0	NA	NA
WVU Institute of Technology	79,007	522,092	
WVU at Parkersburg	0	NA	NA
Marshall University	97	13,830,820	27,009,820
WV School of Osteo. Med.	1	2,400	4,700
System Total	**730**	**$55,550,975**	**$205,208,835**
State College System			
Bluefield State College	4	$20,000	$27,000
Concord College	2	107,000	717,000
Fairmont State College	5	82,719	278,401
Glenville State College	2	114,164	175,000
Shepherd College	8	79,941	79,941
West Liberty State College	6	83,840	93,840
West Virginia State College	2	120,000	138,000
So. WV Comm. & Tech. College	0	NA	NA
WV No. Community College	0	NA	NA
System Total	**31**	**$500,664**	**$1,512,182**
TOTAL	**761**	**$56,051,639**	**$206,721,017**

Annual Dollar Value of Grants and Contracts*

The annual dollar value of grants and contracts received to fund academic research projects fluctuates greatly from year to year, but has exceeded $30 million dollars in each year since 1994-95. The average dollar value over the years 1994-95 through 1998-99 is about $44 million. Reasons for the year-to-year variations include changes in the availability of grant funds from federal, state, and private sources, in addition to the success of faculty in obtaining funding from these sources.

Projects for the 1998-99 year include $120,000 for a Commercial/Industrial Energy Conservation Program, $325,000 for Mineral Mapping Information System, $96,752 for Stationary Gas Turbine Operation on Methanol, $74,800 for Drug Treatments for Multiple Drug Resistance of Cancer, $850,000 for Reducing Preventable Risk Factors in Rural Appalachia, $1,000,000 for Applied Injury Control and Training in Rural Appalachia, $560,864 for Aquaculture Food and Marketing Project, $3,157,843 for a NASA-funded Applied Software Verification and Validation Program, $84,000 for Applied Microbiology Project in Poultry Waste Energy Recovery, $287,000 for Prevention of Secondary Conditions Related to Autism, and $60,755 for Diabetes and Blindness: Control and Prevention Program.



Productivity and Efficiency

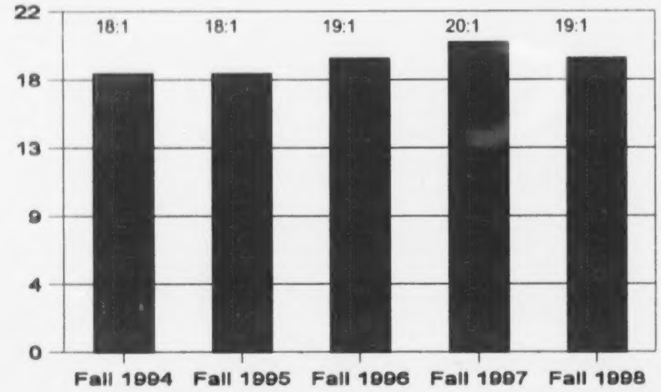
Program Approvals and Program Terminations/Suspensions July 1994-June 1999

Institutions constantly assess the programs they offer to ensure relevance. From July 1994 through June 1999, 79 new programs have received approval while 36 have been terminated or suspended by the State College and University Systems. Sixty-two approvals and nineteen terminations occurred at the certificate and associate's level.

	Approved	Terminated /Suspended
University System		
West Virginia University		
Bachelor's	3	2
Graduate/First Prof.	5	1
Potomac State College of WVU		
Certificate and Associate's	3	0
WVU Institute of Technology		
Certificate and Associate's	2	0
Bachelor's	0	2
WVU at Parkersburg		
Certificate and Associate's	6	3
Marshall University		
Associate's	10	3
Bachelor's	3	1
Graduate/First Prof.	2	4
WV School of Osteo. Med.	0	0
System Total	**34**	**16**
State College System		
Bluefield State College		
Certificate and Associate's	10	1
Bachelor's	0	2
Concord College	0	0
Fairmont State College		
Certificate and Associate's	6	4
Bachelor's	0	1
Glenville State College		
Associate's	2	1
Bachelor's	1	0
Shepherd College		
Associate's	3	0
Bachelor's	2	1
West Liberty State College		
Bachelor's	0	3
West Virginia State College		
Certificate and Associate's	5	0
Bachelor's	1	0
So. WV Comm. & Tech. College		
Certificate and Associate's	8	3
WV No. Community College		
Certificate and Associate's	7	4
System Total	**45**	**20**
TOTAL	**79**	**36**

Student-Faculty+ Ratios

The state-wide ratio of full-time equivalent (FTE) students to full-time equivalent (FTE) instructional faculty has risen from 18:1 to 19:1 over the past five years.



Fall 1998

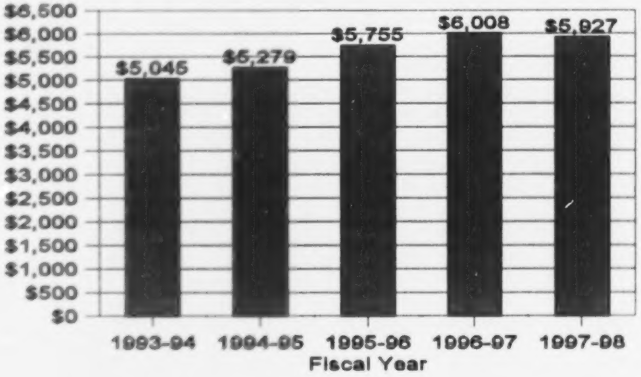
	FTE Students	FTE Faculty	FTE Students/ Faculty Ratio
University System			
West Virginia University	20,006	1,077	19:1
Potomac St. Coll. of WVU	884	47	19:1
WVU Institute of Technology 2,043	126	16:1	
WVU at Parkersburg	2,229	114	20:1
Marshall University	11,807	549	22:1
WV School of Osteo. Med.	260	36	7:1
System Total	**37,228**	**1,949**	**19:1**
State College System			
Bluefield State College	1,906	97	20:1
Concord College	2,429	112	22:1
Fairmont State College	5,317	267	20:1
Glenville State College	1,902	96	20:1
Shepherd College	3,089	158	20:1
West Liberty State College	2,495	119	21:1
West Virginia State College	3,387	177	19:1
So. WV Comm. & Tech. College	1,912	92	21:1
WV No. Community College	1,363	86	16:1
System Total	**23,801**	**1,204**	**20:1**
TOTAL	**61,029**	**3,153**	**19:1**

+See Appendix

Productivity and Efficiency

Instructional Expenditures Per FTE Student

The expenditure figures shown below represent funds from all sources, including student fees, state appropriations, other governmental sources, and private gifts and grants. Instruction-related expenditures are those for Instruction and Student Services with proportional amounts added from Academic Support, Institutional Support, and Operations and Maintenance. Research and Public Service-related expenditures also include proportional amounts from Academic Support, Institutional Support, and Operations and Maintenance. Beginning with FY 1993-94, the figures are based on audited annual financial statements prepared for each institution. Instructional expenditures per full-time equivalent (FTE) student are calculated by dividing instruction-related expenditures by the annualized number of FTE students. The annualized FTE is determined by adding summer, fall, and spring FTE enrollments and dividing by two.



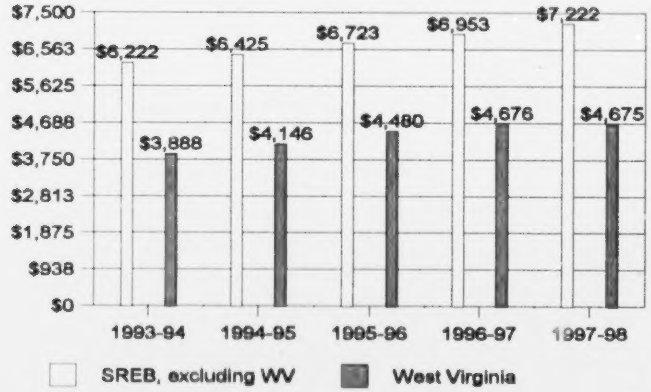
Educational and General Expenditures, FY 1997-98 (excludes medical schools)

	Instruction-Related	Research-Related	Public Service-Related	Total	Instructional Expenditures Per FTE Student
University System					
West Virginia University	$133,293,834	$50,824,035	$37,880,574	$221,998,444	$7,026
Potomac St. Coll. of WVU	6,085,261	0	150,739	6,236,000	6,290
WVU Institute of Technology	13,832,931	0	1,730,069	15,563,000	6,400
WVU at Parkersburg	9,879,525	0	123,475	10,003,000	4,341
Marshall University	65,455,691	11,648,458	1,289,783	78,393,932	5,622
State College System					
Bluefield State College	$11,848,621	$38,119	$778,261	$12,665,000	$6,185
Concord College	13,875,292	0	45,708	13,921,000	5,629
Fairmont State College	26,161,041	43,460	418,499	26,623,000	4,888
Glenville State College	10,215,000	0	0	10,215,000	5,255
Shepherd College	16,850,766	160,644	515,590	17,527,000	5,344
West Liberty State College	14,083,734	132,040	30,226	14,246,000	5,771
West Virginia State College	20,421,198	23,187	341,616	20,786,000	5,997
So. WV Comm. & Tech. College	9,431,313	0	655,687	10,087,000	4,851
WV No. Community College	9,278,050	0	171,950	9,450,000	5,969
University System-wide*	$227,466,088	$63,089,522	$41,638,765	$332,194,376	$6,315
State College System-wide*	$132,157,635	$403,802	$2,958,563	$135,520,000	$5,467
State-wide*	**$356,783,177**	**$65,321,533**	**$45,609,666**	**$467,714,376**	**$5,927**

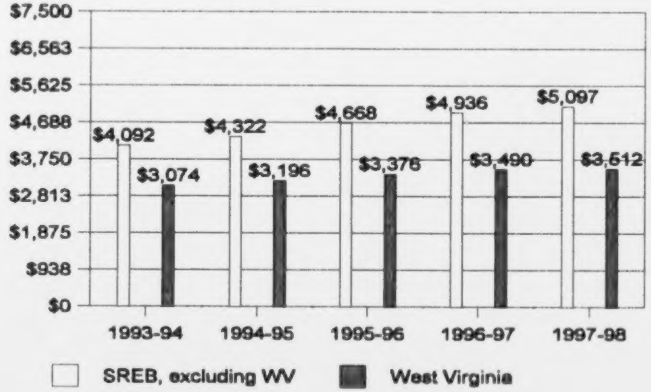
*System and State-wide figures are not totals but are individual percentage calculations. The percentages for each System and the State differ. Thus, the "Total" column is the only column in which the figures sum to the appropriate totals.

Productivity and Efficiency

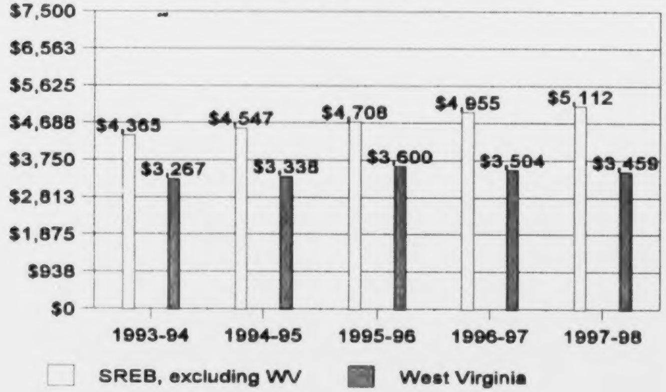
State and Local General Operating Appropriations Per FTE Student SREB Four-Year 1 Institutions*



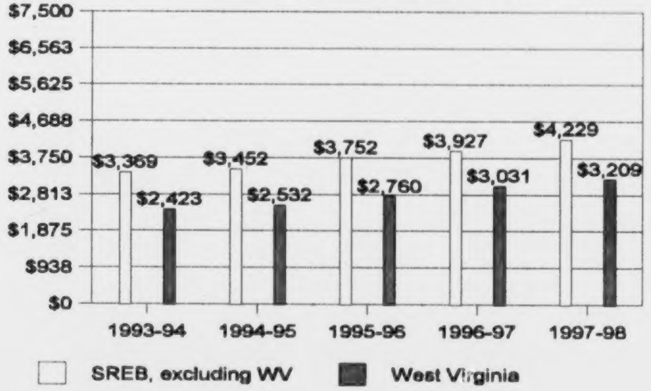
State and Local General Operating Appropriations Per FTE Student SREB Four-Year 6 Institutions*



State and Local General Operating Appropriations Per FTE Student SREB Four-Year 3 Institutions*



State and Local General Operating Appropriations Per FTE Student SREB Two-Year 1 Institutions*



*See Appendix

Faculty and Staff

The compensation of faculty, staff, and administrators should be established at competitive levels to attract and keep quality personnel at state institutions of higher education.

Full-Time Instructional Faculty By Academic Rank
(excludes medical and dental faculty)
Fall 1998

	Professor		Associate Professor		Assistant Professor		Instructor		Lecturer and Other		Total	Average Salary
	#	%	#	%	#	%	#	%	#	%		
University System												
West Virginia University	312	40%	244	31%	194	25%	12	2%	15	2%	777	$53,742
Potomac State College of WVU	50	40%	38	30%	20	16%	17	14%	0	0%	125	$38,813
WVU Institute of Technology	34	44%	24	31%	10	13%	10	13%	0	0%	78	$41,323
WVU at Parkersburg	16	47%	10	29%	6	18%	2	6%	0	0%	34	$39,538
Marshall University	195	42%	133	29%	112	24%	26	6%	0	0%	466	$45,742
System Total	**607**	**41%**	**449**	**30%**	**342**	**23%**	**67**	**5%**	**15**	**1%**	**1,480**	**$49,083**
State College System												
Bluefield State College	22	29%	24	32%	19	25%	10	13%	1	1%	76	$41,132
Concord College	20	22%	25	27%	39	42%	8	9%	0	0%	92	$39,247
Fairmont State College	57	30%	54	28%	49	26%	30	16%	0	0%	190	$42,750
Glenville State College	15	22%	29	43%	23	34%	1	1%	0	0%	68	$41,528
Shepherd College	34	29%	31	27%	37	32%	2	2%	12	10%	116	$42,802
West Liberty State College	34	30%	54	47%	18	16%	6	5%	2	2%	114	$40,219
West Virginia State College	26	18%	48	33%	47	33%	23	16%	0	0%	144	$40,472
So. WV Comm. & Tech. College	11	20%	13	23%	22	39%	10	18%	0	0%	56	$37,610
WV Northern Community College	31	49%	12	19%	9	14%	1	2%	10	16%	63	$37,078
System Total	**250**	**27%**	**290**	**32%**	**263**	**29%**	**91**	**10%**	**25**	**3%**	**919**	**$40,809**
TOTAL	**857**	**36%**	**739**	**31%**	**605**	**25%**	**158**	**7%**	**40**	**2%**	**2,399**	**$45,913**

Faculty and Staff

Average Salaries of Full-Time Instructional Faculty SREB Four-Year 1 Institutions*

This table compares the average faculty salary at West Virginia University with the average for all 15 Southern Regional Education Board (SREB) states.

Fall	WV	SREB	WV as a % of SREB
1994	$45,200	$52,001	86.9%
1995	$48,249	$53,526	90.1%
1996	$49,513	$56,006	88.4%
1997	$51,952	$57,589	90.2%
1998	$53,734	$60,082	89.4%

Average Salaries of Full-Time Instructional Faculty SREB Four-Year 3 Institutions*

Marshall University's average faculty salary is compared with the regional average for all 15 SREB states.

Fall	WV	SREB	WV as a % of SREB
1994	$40,433	$42,345	95.5%
1995	$42,180	$43,030	98.0%
1996	$43,215	$44,755	96.6%
1997	$43,826	$45,987	95.3%
1998	$45,743	$47,451	96.4%

Average Salaries of Full-Time Instructional Faculty SREB Four-Year 6 Institutions*

The average faculty salary for West Virginia's public four-year institutions is compared with the SREB regional average.

Fall	WV	SREB	WV as a % of SREB
1994	$34,662	$38,013	91.2%
1995	$36,887	$39,572	93.2%
1996	$38,416	$41,071	93.5%
1997	$39,079	$42,358	92.3%
1998	$41,332	$44,542	92.8%

Average Salaries of Full-Time Instructional Faculty SREB Two-Year 1 Institutions*

This table compares the average faculty salary for West Virginia's two free-standing community and technical colleges and the two regional campuses of WVU with the regional average within SREB.

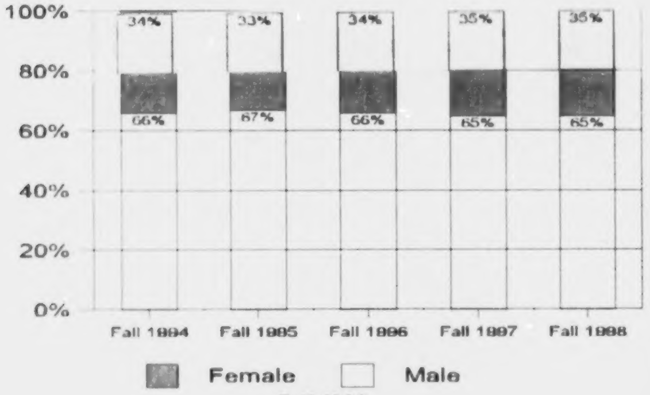
Fall	WV	SREB	WV as a % of SREB
1994	$32,097	$34,433	93.2%
1995	$34,126	$36,107	94.5%
1996	$35,346	$36,620	96.5%
1997	$36,906	$37,677	98.0%
1998	$38,293	$38,777	98.8%

*See Appendix

Faculty and Staff

Full-Time Instructional Faculty: Gender (excludes medical and dental faculty)

Over the past five years, the percentage of full-time instructional faculty who are female has remained relatively stable at about 34%.

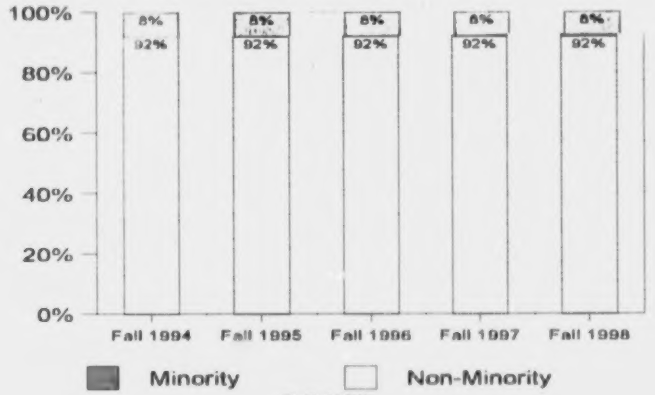


Fall 1998

	Full-Time Instructional Faculty	Females	%
University System			
West Virginia University	777	212	27%
Potomac St. Coll. of WVU	34	9	26%
WVU Institute of Technology	125	36	29%
WVU at Parkersburg	78	33	42%
Marshall University	466	176	38%
System Total	**1,480**	**466**	**31%**
State College System			
Bluefield State College	76	29	38%
Concord College	92	31	34%
Fairmont State College	190	72	38%
Glenville State College	68	24	35%
Shepherd College	116	45	39%
West Liberty State College	114	38	33%
West Virginia State College	144	61	42%
So. WV Comm. & Tech. College	56	27	48%
WV No. Community College	63	37	59%
System Total	**919**	**364**	**40%**
TOTAL	**2,399**	**830**	**35%**

Full-Time Instructional Faculty: Ethnicity (excludes medical and dental faculty)

The percentage of full-time instructional faculty who are minorities has remained constant at 8% over the past five years.



Fall 1998

	Full-Time Instructional Faculty	Minorities*	%
University System			
West Virginia University	777	78	10%
Potomac St. Coll. of WVU	34	3	9%
WVU Institute of Technology	125	13	10%
WVU at Parkersburg	78	5	6%
Marshall University	466	38	8%
System Total	**1,480**	**137**	**9%**
State College System			
Bluefield State College	76	8	11%
Concord College	92	2	2%
Fairmont State College	190	8	4%
Glenville State College	68	1	1%
Shepherd College	116	11	9%
West Liberty State College	114	2	2%
West Virginia State College	144	22	15%
So. WV Comm. & Tech. College	56	2	4%
WV No. Community College	63	2	3%
System Total	**919**	**58**	**6%**
TOTAL	**2,399**	**195**	**8%**

*Non-resident aliens are not included in the percentage of minority faculty for this report.

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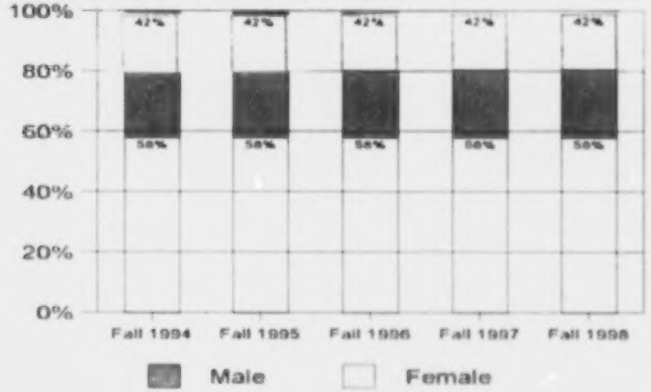
Faculty and Staff

Full-Time Classified Staff*: Gender

The percentage of full-time (1.0 FTE) classified staff who are female has been constant over the past five years at 58%.



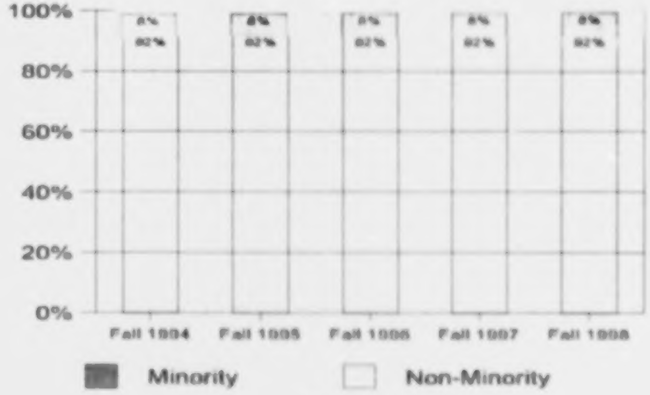
Fall 1998

	Full-Time Classified Staff	Females	%
University System			
West Virginia University	2,619	1,486	57%
Potomac St. Coll. of WVU	58	28	48%
WVU Institute of Technology	130	67	52%
WVU at Parkersburg	86	51	59%
Marshall University	672	435	65%
WV School of Osteo. Med.	94	58	62%
System Total	**3,659**	**2,125**	**58%**
State College System			
Bluefield State College	123	67	54%
Concord College	120	65	54%
Fairmont State College	201	115	57%
Glenville State College	92	51	55%
Shepherd College	142	84	59%
West Liberty State College	123	63	51%
West Virginia State College	228	130	57%
So. WV Comm. & Tech. College	108	73	68%
WV No. Community College	64	44	69%
System Total	**1,201**	**692**	**58%**
TOTAL	**4,860**	**2,817**	**58%**

*Includes only those staff employed for a full 1,950 hours per year (1.0 FTE).

Full-Time Classified Staff*: Ethnicity

Minorities continue to comprise 8% of full-time (1.0 FTE) classified staff.



Fall 1998

	Full-Time Classified Staff	Minorities**	%
University System			
West Virginia University	2,619	127	5%
Potomac St. Coll. of WVU	58	5	9%
WVU Institute of Technology	130	12	8%
WVU at Parkersburg	86	0	0%
Marshall University	672	73	9%
WV School of Osteo. Med.	94	7	7%
System Total	**3,659**	**224**	**6%**
State College System			
Bluefield State College	123	22	18%
Concord College	120	3	3%
Fairmont State College	201	16	8%
Glenville State College	92	1	1%
Shepherd College	142	31	22%
West Liberty State College	123	2	2%
West Virginia State College	228	78	34%
So. WV Comm. & Tech. College	108	2	2%
WV No. Community College	64	4	6%
System Total	**1,201**	**159**	**13%**
TOTAL	**4,860**	**383**	**8%**

**Non-resident aliens are not included in the percentage of minority staff for this report.

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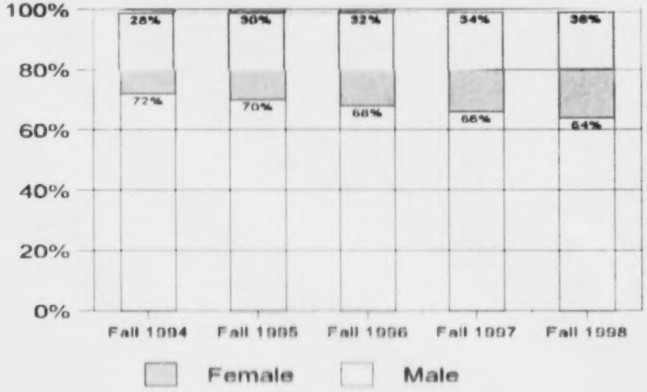
Faculty and Staff

Full-Time Non-Classified Staff*: Gender

The percentage of full-time (1.0 FTE) non-classified staff who are female has risen steadily during the '90's.



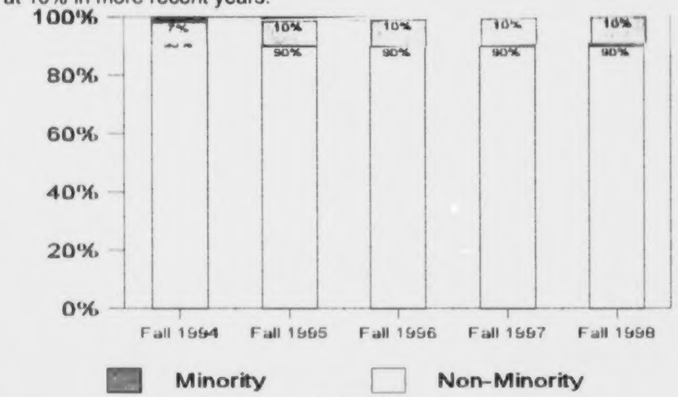
Fall 1998

	Full-Time Non-Classified Staff	Females	%
University System			
West Virginia University	192	76	40%
Potomac St. Coll. of WVU	3	0	0%
WVU Institute of Technology	7	3	43%
WVU at Parkersburg	8	2	25%
Marshall University	115	41	36%
WV School of Osteo. Med.	9	2	22%
System Total	**334**	**124**	**37%**
State College System			
Bluefield State College	14	7	50%
Concord College	21	6	29%
Fairmont State College	15	6	40%
Glenville State College	16	4	25%
Shepherd College	15	7	47%
West Liberty State College	23	6	26%
West Virginia State College	33	8	24%
So. WV Comm. & Tech. College	8	3	38%
WV No. Community College	9	5	56%
System Total	**154**	**52**	**34%**
TOTAL	**488**	**176**	**36%**

*Includes only those staff employed for a full 1,950 hours per year (1.0 FTE).

Full-Time Non-Classified Staff*: Ethnicity

The percentage of full-time (1.0 FTE) non-classified staff who are minorities was approximately 7% in the early 1990's but has increased to and remained at 10% in more recent years.



Fall 1998

	Full-Time Non-Classified Staff	Minorities**	%
University System			
West Virginia University	192	18	9%
Potomac St. Coll. of WVU	3	0	0%
WVU Institute of Technology	7	0	0%
WVU at Parkersburg	8	2	25%
Marshall University	115	6	5%
WV School of Osteo. Med.	9	0	0%
System Total	**334**	**26**	**8%**
State College System			
Bluefield State College	14	3	21%
Concord College	21	0	0%
Fairmont State College	15	0	0%
Glenville State College	16	0	0%
Shepherd College	15	0	0%
West Liberty State College	23	0	0%
West Virginia State College	33	16	48%
So. WV Comm. & Tech. College	8	1	13%
WV No. Community College	9	1	11%
System Total	**154**	**21**	**14%**
TOTAL	**488**	**47**	**10%**

**Non-resident aliens are not included in the percentage of minority staff for this report.

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Faculty and Staff

Faculty Turnover

	Full-Time Instructional Faculty Fall 1997	Full-Time Instructional Faculty Not Returning to the Institution Fall 1998	
	#	#	%
University System			
West Virginia University	1,060	69	7%
Potomac St. Coll. of WVU	34	2	6%
WVU Institute of Technology	123	11	9%
WVU at Parkersburg	77	2	3%
Marshall University	562	43	8%
WV School of Osteo. Med.	37	1	3%
System Total	**1,893**	**128**	**7%**
State College System			
Bluefield State College	80	8	10%
Concord College	98	22	22%
Fairmont State College	191	17	9%
Glenville State College	70	5	7%
Shepherd College	124	12	10%
West Liberty State College	119	10	8%
West Virginia State College	139	9	6%
So. WV Comm. & Tech. College	53	2	4%
WV No. Community College	66	6	9%
System Total	**940**	**91**	**10%**
TOTAL	**2,833**	**219**	**8%**

Classified Staff Turnover

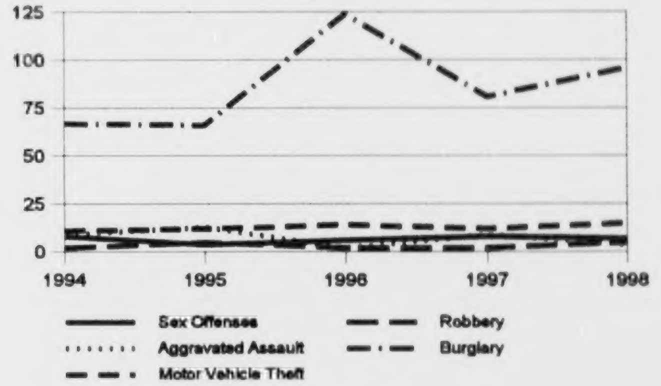
	Full-Time Classified Staff Fall 1997	Full-Time Classified Staff Not Returning to the Institution Fall 1998	
	#	#	%
University System			
West Virginia University	2,556	162	6%
Potomac St. Coll. of WVU	55	5	9%
WVU Institute of Technology	136	9	7%
WVU at Parkersburg	86	5	6%
Marshall University	679	56	8%
WV School of Osteo. Med.	94	3	3%
System Total	**3,606**	**240**	**7%**
State College System			
Bluefield State College	111	4	4%
Concord College	121	12	10%
Fairmont State College	202	15	7%
Glenville State College	87	8	9%
Shepherd College	144	18	13%
West Liberty State College	117	9	8%
West Virginia State College	231	23	10%
So. WV Comm. & Tech. College	88	7	8%
WV No. Community College	69	6	9%
System Total	**1,170**	**102**	**9%**
TOTAL	**4,776**	**342**	**7%**

Campus Security

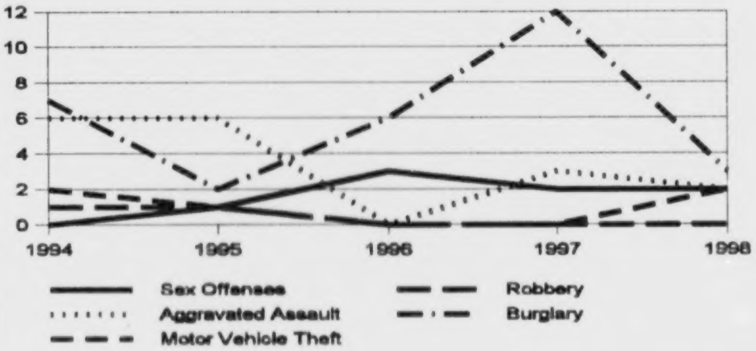
On the average, the occurrence of campus crimes reported here has shown little change from 1997 to 1998. Burglaries were down somewhat at one institution due to students taking more care to lock their rooms. Overall, arrests for drugs have increased since last year; one institution cited a zero tolerance program, a more educated residence hall staff, and just simply more usage, while another school explained that more officers were working for them, thanks to the COPS program. Two campuses said their zero tolerance program was responsible for the decrease in liquor violations; while another institution speculated their decrease was due to students either becoming more responsible or just moving their activities off campus. One college credited their increase in arrests for liquor violations to the use of grant money to help step up law enforcement efforts. A security officer at another campus theorized that motor vehicle thefts were down because an out-of-state ring was busted.

Bear in mind that size, type of institution, geographic location, existence and size of resident populations, and the presence of either full-fledged campus police departments or security units which utilize other police agencies are important variables to be considered for appropriate interpretation.

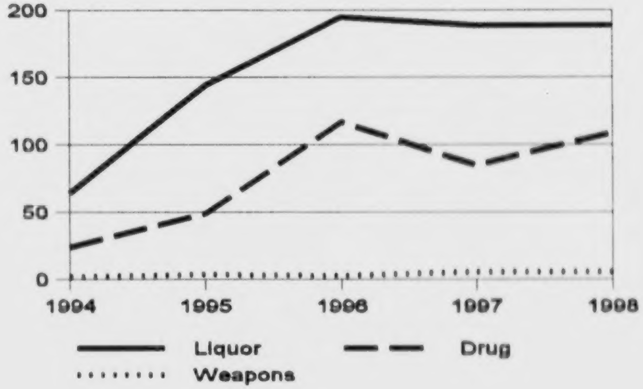
Actual Crimes: Sex Offenses, Robbery, Aggravated Assault, Burglary, and Motor Vehicle Theft

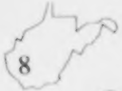


Arrests: Sex Offenses, Robbery, Aggravated Assault, Burglary, and Motor Vehicle Theft



Arrests: Liquor, Drug, and Weapons Violations





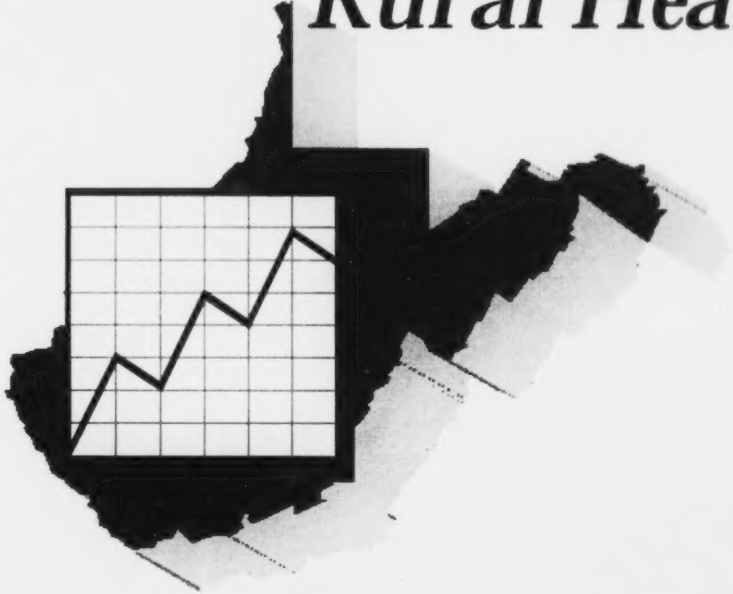
Campus Security

Actual Crimes and Arrests, January 1 - December 31, 1998

	Sex Offenses		Robbery		Aggrav. Assault		Burglary		Motor Vehicle Theft		Liquor	Drug	Weapons
	Crimes	Arrests	Crimes	Arrests	Crimes	Arrests	Crimes	Arrests	Crimes	Arrests	Arrests	Arrests	Arrests
University System													
West Virginia University	2	0@	3	0	1	0	26	0	12	0	13	47	3
Potomac State College of WVU							1	0			14	5	
WVU Institute of Technology							6	0					
WVU at Parkersburg													
Marshall University	2	1	2	0			7	2			82	42	1
WV School of Osteo. Med.													
System Total	**4**	**1**	**5**	**0**	**1**	**0**	**40**	**2**	**12**	**0**	**109**	**94**	**4**
State College System													
Bluefield State College					1	1							
Concord College							11	0				1	
Fairmont State College							5	0	2	1			
Glenville State College							5	0					
Shepherd College							23	0			79	3	1
West Liberty State College	1	0*										2	
West Virginia State College	2	1			2	1	13	1	1	1	1	9	1
So. WV Comm. & Tech. College													
WV No. Community College													
System Total	**3**	**1**	**0**	**0**	**3**	**2**	**57**	**1**	**3**	**2**	**80**	**15**	**2**
TOTAL	**7**	**2**	**5**	**0**	**4**	**2**	**96**	**3**	**15**	**2**	**189**	**109**	**6**

@Both cases cleared by means other than arrest.
*Case cleared by means other than arrest.

Health Sciences and Rural Health Partnerships



WEST VIRGINIA UNIVERSITY
SCHOOL OF MEDICINE

MU

WEST VIRGINIA
RURAL HEALTH
EDUCATION
PARTNERSHIPS

WEST VIRGINIA UNIVERSITY
SCHOOL OF MEDICINE

West Virginia University Health Sciences Center

School of Medicine

Mission-Related Goals

- To provide a high quality education and stimulate interest of medical students in the primary care fields, rural health care, prevention, and healthy lifestyles. The School promotes interdisciplinary campus and community-based self-directed learning; rewards and values teaching contributions; and is dedicated to educating health care leaders for tomorrow.
- To provide high quality health care through a fully integrated, cost effective health care delivery system which sets standards of care.
- To lead in the development of programs which maximize the state's investment in education by focusing on healthier communities, with special emphasis on high quality rural health care delivery and support to health providers.
- To focus both basic and clinical research in broad based interdisciplinary areas, and clinical research in health systems, with special emphasis on rural health and other research which benefits the people of the state.
- To govern and manage the School with emphasis on high quality outcomes, effective performance and efficient use of resources, recognizing the importance of its human resources; encouraging internal cooperation; ensuring adequate financial resources; seeking to develop an environment which encourages social justice and diversity; engaging in substantive cost reduction activities; developing technology and management information; and monitoring and responding to market pressures and changes.

Curriculum

The WVU School of Medicine has moved from a traditional instructional-centered approach to a student-centered approach in its curriculum:

- The first year of the curriculum was decompressed. The academic year increased from 32 weeks to 38 weeks (national average for medical schools) while holding the amount of total hours constant with previous years. Impact has been decreasing the amount of classroom time per week allowing for more block time to study and participate in clinical activities.
- The basic science courses were integrated and modularized into blocks. This decreased the competition among basic science courses and increased the relationship among those conceptually similar basic science courses.
- The number of lecture hours was decreased and the number of hours spent in small groups was increased. This allowed for more student-centered small-group learning activities such as problem-set sessions and problem based learning (PBL).
- The creation of the Introduction to the Patient course, in which students learned "doctoring" skills from physicians in community practice. Students met in Clinical Learning Groups (led by clinicians) to discuss their patient-related experiences. The course also taught physician-patient communications and beginning physical diagnosis skills.
- First year medical students were required to lease laptop computers. Information technology is emphasized in the new curriculum with course information available on the web and computer-assisted instructional programs to enhance student learning. Students also learn customary literature search and analysis strategies using their computers and take examinations on computers.

Student Recruitment

- The School of Medicine participates in community and campus-based partnerships (HSTA and HCOP Programs) which offer academic enrichment and social support toward higher education and health professions.
- Recruiters from the Health Sciences Center annually visit all of the colleges within West Virginia and some of the surrounding areas.
- School of Medicine representative requested by several high schools throughout the state to speak at Health Career days. West Virginia University Days in various parts of the state are attended by medical school recruiters, as well as the WVU Collegiate Academy. We also participate in multiple Mountaineer Visitation Days for high school students held on the WVU main campus.

! The school has a complete set of programs designed to increase the skills and interests of minority students and disadvantaged Appalachian students in health sciences.

! A website is provided at www.hsc.wvu.edu/som/ for students with on-line capability.

Primary Care Activities

! In the third year, at least four weeks (one month) are spent in a community-based setting in West Virginia.

! Students have a rural primary care experience of at least eight weeks (two months) in their fourth year.

! Students participate in primary care student interest groups in Family Medicine, Pediatrics, and Internal Medicine.

! The Visiting Clinician Program supports rural physicians and provides enhanced educational opportunities for medical students and residents interested in primary care.

! WVU operates a 24-hour, toll-free hotline linking faculty physicians with other practitioners (Medical Access and Referral System [MARS]).

! Mountaineer Doctor Television (MDTV) allows rural hospitals and physicians throughout West Virginia instant access to the medical and technological resources of the Health Sciences Center over a two-way communications network.

! Students are exposed to opportunities through the annual Rural Health Fair and National Primary Care Week activities.

Recruitment to Underserved Areas

! The Health Sciences Center Office of Rural Health is involved in a variety of projects designed to increase the number of our graduates practicing in health professions shortage areas (e.g., Community Scholarship Program, Rural Graduate Medical Education Demonstration Project, and Rural Primary Care Fellowship Program).

! Two representatives from the WVU School of Medicine currently serve on the state's Physician Recruitment and Retention Committee.

Alumni

! Fifty percent of the 1999 graduates (4 individuals) are in residencies in West Virginia of these 41 individuals who stayed in West Virginia, 80% are in primary care.

! Over the past four years, more than 60% of graduates began primary care residencies, 63% in 1998, 63% in 1997, 56% in 1996, and 62% in 1995.

! Of all graduates since 1987-1994, 38% are in West Virginia. Of these graduates in West Virginia, 36% are in primary care specialties.

! Seventy-six percent of the 1999 graduates chose primary specialties.

! Seventy percent of the more than 3,000 alumni are involved with School of Medicine activities (e.g., visiting committees, visiting professors, visiting clinicians, clinical faculty, members of the School of Medicine Alumni Association, and student programs such as the White Coat Ceremony, the Welcoming Breakfast, orientations, recruitment, and parent/family programs).

! We have outstanding graduates, nationally and internationally recognized in academic medicine, research, and patient care. Though too numerous to mention all, listed here are some of the most recently noted.

•Margaret Anne Kessinger, M.D. '67, Distinguished Alumna for 1998. Dr. Kessinger is professor and chief of the oncology/hematology section at the University of Nebraska. She is a pioneer in bone marrow transplantation, being the first person in the nation to perform a transplant, and among the first in the world to establish a transplant program.

•Margaret C. Heagarty, MD '59, professor of pediatrics at Columbia University College of Physicians and Surgeons and Director of Pediatrics at Harlem City Hospital. She is a nationally recognized expert on HIV in children. She has established a home for AIDS children and has done extensive work to provide playgrounds and safe areas for the children of Harlem.

West Virginia University Health Sciences Center

- Linda Lewis, MD '66, is Associate Dean for Student Affairs at the Columbia University College of Physicians and Surgeons.
- Larry Schwab, MD '66, nationally recognized ophthalmologist who has devoted his career to the care of people in underdeveloped countries.
- David Fogarty, MD, '73, volunteer surgeon for INTERPLAST, a nonprofit organization of plastic surgeons who provide care to people in developing nations.
- Ronald O. Valdiserri, MD '77, noted author and researcher, Deputy Director of the Division of STD/HIV Prevention, National Center for the Prevention Services at the Center for Disease Control and Prevention.
- Three hundred five graduates are on faculties of the nation's medical schools.
- Robert D. Hess, MD '56, was selected by the West Virginia Association of Family Physicians as "Family Doc" for the year 1997.

Faculty and Student Scholarship

! Many faculty are nationally recognized in their respective discipline areas, serving on editorial boards, peer review panels, and holding national office in professional associations.

! In FY 99, $598,790 in scholarships were awarded to students in the M.D. degree program. For FY 98, the awards amounted to $593,026.

School of Nursing

Mission-Related Goals

- To provide high quality programs which prepare health care providers and leaders for the future and contribute to setting a national standard in multidisciplinary, rural community-based, self-directed education.
- To increase scholarly inquiry including funded research with special emphasis on rural health delivery and health services research.
- To provide high quality health care through the utilization of Advanced Practice Nurses within the fully integrated health care delivery system. Emphasis is on health promotion/risk reduction, health restoration and health systems, directed toward rural populations and vulnerable groups.
- To maintain an organizational structure which uses creative leadership in the attainment of high quality outcomes and effective use of resources.
- To provide leadership in improving the health status of West Virginians and meeting the needs of health care professionals in West Virginia through faculty activity in health care and professional activities at the School, University, state, national, and international levels.

Curriculum

- Revised undergraduate and graduate curricula incorporate the West Virginia Rural Health Education Program objectives, critical thinking, and caring and prepare students for nursing practice today and in the twenty-first century.
- Selected courses are offered throughout the state via Mountaineer Doctor Television or SATNET, allowing many students to learn and practice nursing in rural sites and often near their home.
- Development of alternative tracks is complete. The Master of Science in nursing programs for registered nurses and non-nurse college graduates have been submitted for approval.
- The intent to plan a doctoral program in nursing has been approved. The program proposal is under development.

Student Recruitment

- The School of Nursing participates in community and campus-based partnerships (HSTA and HCOP Programs) which offer academic enrichment and social support toward higher education and health professions.
- Participate in recruitment fairs, High School College days, and individually scheduled activities for prospective students, both on and off campus.
- Participate in advising workshop for high school guidance counselors and science teachers.
- Provide attractive, update presentation program materials to high schools, clubs, and individuals upon request.
- A website is provided at www.hsc.wvu.edu/son/ for students with on-line capability.

Primary Care Activities

- The School of Nursing Faculty Practice plan and the initiation of a clinical track for faculty increased the number of faculty providing primary care services to clients. Fifteen faculty are currently providing direct primary care services and ten others are providing specialty services (e.g., counseling victims of abuse/domestic violence, hospice services, etc.).
- All undergraduate and graduate students have experiences in rural primary care sites. Undergraduate students spend from one semester to one year in rural sites.
- All graduate students do their precepted clinical experiences in rural primary sites.

Recruitment to Underserved Areas

- Continued support of joint B.S. degree program in nursing with Glenville State College and Potomac State College that recruits students from underserved areas who tend to return there to practice.
- Delivery of graduate courses focusing on rural primary health care via extended learning technologies which allows nurses to upgrade their skills and practice at a higher level in their own rural area.
- Expansion of RN to BSN program to WVUIT promotes upgraded skills and practice in that rural area. Plans to institute the basic program at WVUIT will also enhance recruitment of qualified nurses to that region.

Alumni

- Lois K. Evans, DNSc, RN, FAAN is Director of the Penn Nursing Network, Professor and Viola MacInnes/Independence Chair in Nursing, and Fellow, Institute on Aging at the University of Pennsylvania School of Nursing.
- Joyce M. Yasko, Ph.D., RN, FAAN is Associate Director for Clinical Programs and Network Administration at the University of Pittsburgh Cancer Institute.
- Diana J. Mason, Ph.D., RN, FAAN is Professor and Associate Dean for Graduate Studies at Lienhard School of Nursing of Pace University in Pleasantville, New York, and editor of the AJN.
- Fully 53% (1,705) of the School's 3,219 graduates are currently residing in West Virginia.

Faculty and Student Scholarship

- One hundred ninety-seven undergraduate students received $1,314,345 in scholarships. This does not include Presidential or Leadership tuition waivers.
- Twenty-six graduate students received $174,874 in scholarships.

School of Pharmacy

Mission-Related Goals

! To implement a professional education program which empowers graduates to provide improved pharmaceutical care.
! To strengthen the graduate program to enhance scholarship and improve research funding.
! To enhance service programs which address current and emerging health care issues.
! To enhance management to optimize resources for support of improved teaching, research, and service missions.

Curriculum

! To provide the opportunity for students to earn the Doctor of Pharmacy (Pharm. D.) degree.
! To provide a non-traditional program for pharmacy practitioners in West Virginia to earn the Doctor of Pharmacy degree.
! To integrate problem-based learning methods into professional course work in the development of the entry level Pharm. D. curriculum.
! Continue to establish and enhance student practice experience in a variety of pharmacy sites throughout the state.
! Use of Mountaineer Doctor Television, IVIN, and other distance learning modalities for continuing education programs.

Student Recruitment

! The School of Pharmacy participates in community and campus-based partnerships (HSTA and HCOP Programs) which offer academic enrichment and social support toward higher education and health professions.
! Participation in University and Health Sciences Center visitation programs for high school students and families, including programs held on and off campus.
! Interviews with students/parents visiting WVU.
! Participation in Freshman Orientation to address parents and advise pre-pharmacy students.
! Participation in WVU Honors Program recruitment and advising activities.
! Participation in the Health Sciences Center college visitation program.
! Participation in high school career day programs.
! Pre-pharmacy Orientation program.
! Students admitted are predominantly West Virginia residents.
! A website is provided at www.hsc.wvu.edu/sop/ for students with on-line capability.

Primary Care Activities

! All students receive a minimum of three months of practical training with rural providers.
! More than 60 rural sites are utilized in the externship program.
! Cabin Creek Health Center pharmacy is managed by a School of Pharmacy practitioner faculty member.
! Preceptors provide pharmaceutical care services at West Virginia Rural Health Education Program practice sites.

West Virginia University Health Sciences Center

Recruitment to Underserved Areas

- Thirty percent of 1999 graduates chose to practice in rural areas.
- Over the last eight years, an average of 70% to 75% of graduates are reported as remaining in West Virginia.

Alumni

- More than 200 alumni serve as externship preceptors.
- Alumni volunteer to serve as guest lecturers.
- One alumnus serves as a member on the American Pharmaceutical Association Board of Directors.

Faculty and Student Scholarship

- Thirty-nine thousand dollars in scholarships awarded to 80 students for 1998-1999.
- Faculty continue to receive national recognition and awards.
- Marie A. Abate, Pharm. D., Professor of Clinical Pharmacy; Director, Drug Information Center is on the Drug Information Editorial Advisory Panel and a co-editor of the Drug Information Column, "Annals of Pharmacotherapy".
- Dawn Bell, Pharm. D., Assistant Professor of Clinical Pharmacy, is the principal investigator in study and co-author of a paper entitled "Characteristics of West Virginians Having Myocardial Infarction".
- Patrick S. Callery, Ph.D., Professor and Chair of Basic Pharmaceutical Sciences, is on the Contract Review Panel, Phase I Clinical Trials of New Chemopreventive Agents, Special Emphasis Panel at the National Cancer Institute. He is a Grant Review Study Section Member for the National Cancer Institute and the National Institute of Drug Abuse. He is also involved with the ad hoc Molecular, Cellular and Chemical Neurobiology Study Section, NIDA.
- Mary E. Davis, Ph.D., Professor, Pharmacology and Toxicology is on the Science Advisory Board for the Environmental Protection Agency and the Editorial Board for Toxicology and Applied Pharmacology.
- David P. Elliot, Pharm. D., Associate Professor of Clinical Pharmacy, is a member of the Examination Committee for the Commission for Certification in Geriatric Pharmacy and a member of the Medicaid DUR Board.
- Peter Gannett, Ph.D., Associate Professor of Medicinal Chemistry, is a recipient of a NIH grant to study effects of DNA-based drugs in cells in which they exert activity.
- Arthur A., Jacknowitz, Pharm. D., Professor and Chair of Clinical Pharmacy, is a member of the Prevention Health Books Board of Advisors; a member of the NAPLEX Review Committee (National Board Exam in Pharmacy) and a member of the United States Pharmacopoeia Advisory Panel, Obstetrics -Gynecology.
- Barbara Kaplan-Machlis, Pharm. D., Associate Professor of Clinical Pharmacy, provides "New Drug Update" publication to primary care providers in West Virginia and also to West Virginia Consult users as a New Drug Database. She is the principal investigator and author of publications studying cost effectiveness of selected therapeutic agents used by West Virginia patients.
- Eugene H. Makela, Pharm. D., Associate Professor of Clinical Pharmacy, is the Chair of Specialty Council on Psychiatric Pharmacy for the Board of Pharmaceutical Specialties with the American Pharmaceutical Association.
- Carl J. Malanga, Ph.D., Professor of Biopharmacy, Associate Dean for Academic Affairs, was a Visiting Professor for Fall, 1998 at the University of California, Santa Barbara.
- David P. Nau, Ph.D., Assistant Professor of Pharmaceutical Systems and Policy, is a member of the Advisory Board for the West Virginia Health Initiatives Project. He is also a member of the West Virginia "Healthy People 2010 Diabetes Work Group". He has received funding for a project "Enhancing Asthma Care in General Internal Medicine" for West Virginia University Hospitals, Inc.,

! Charles D. Ponte, Pharm. D., Professor of Clinical Pharmacy and Family Medicine, received a Certificate of Recognition from the Service to West Virginia Diabetes Advisory Committee. He is a member of the Selection Committee for Astra Clinical Pharmacy Research Awards for 1998.

! W. Clarke Ridgeway, R. Ph., Clinical Assistant Professor, is the recipient of the 1998 Judith C. Kandzari, RHEP Award. He is on the Executive Director's Advisory Panel for the American Institute of the History of Pharmacy.

! Yongyut Rojanasakul, Ph.D., Associate Professor of Pharmaceutics, is the meeting coordinator for AAPS Non-Viral Gene Delivery Focus Group and has received a NIH grant for a research project relating to "gene regulation."

! S. Alan Rosenbluth, Ph.D., Professor of Pharmaceutical Systems and Policy, is a recipient of the National Advisor of the Year for the Rho Chi National Honor Society. The West Virginia University Chapter has received the Rho Chi National Chapter Award for the last four years.

! Elizabeth J. Scharman, Pharm. D., Associate Professor of Clinical Pharmacy and Director, West Virginia Poison Center, is on the Board of Directors for the American Board of Applied Toxicology and for the American Associate of Poison Control Centers. She is the Chair of the Kanawha/Putnam Emergency Planning Committee.

! George R. Spratto, Ph.D., Dean WVU School of Pharmacy, is a member of the Board of Directors for the American Association of Colleges of Pharmacy.

! Paula Jo Stout, Ph.D., Professor of Pharmaceutics, is a member of the Pharmaceutical Technology Section Leadership Team from the American Association of Pharmaceutical Scientists. She is a member of the USP Advisory Committee for Non-Prescription Drugs and Nutritional Supplements.

! Timothy S. Tracy, Ph.D., Associate Professor of Clinical Pharmacology, is a member of the Scientific Organizing Committee for the "Tenth International Symposium on Pharmaceutical and Biomedical Analysis." He is also a recipient of an FBI grant to study "The Degradation of Drugs in Embalmed Tissues."

! Jennifer Powell, Graduate Student, Department of Basic Pharmaceutical Sciences, is a recipient of the American Foundation for Pharmaceutical Education Fellowship.

! Matt Hutzler, Graduate Student, Department of Basic Pharmaceutical Sciences, is a recipient of the Mylan Graduate Fellowship.

! Xin Gao, Graduate Student, Department of Pharmaceutical Systems and Policy, is a recipient of the Pfizer Ph.D. Fellowship in Health Outcomes Research.

! Amy Moyers, Senior Professional Student, 1998, was awarded the first prize in the NACDS Community Pharmacy Essay Contest in 1998.

! Elizabeth Hall, Senior Professional Student, 1999, was awarded second place in the NACDS Community Pharmacy Essay Contest in 1999.

! Students continue to receive national recognition and awards.

Outreach Activities

! Drug Information Center (Morgantown) provided service calls to approximately 3,600 health professionals and law enforcement personnel throughout the state.

! Poison Control Center (Charleston) directed by faculty member. In FY 98, the P.C.C. answered a total of 34,412 calls including exposure and information calls.

! Project to establish a partnership between pharmacies and county health departments to improve the immunization rate of infants and adults in rural areas.

! The Rational Drug Therapy Program (with the West Virginia Bureau of Medical Services) reviews and improves drug utilization by Medicaid patients.

! New drug database for WV Consult provided by a faculty member.

West Virginia University Health Sciences Center

School of Dentistry

Mission-Related Goals

- To provide the people of West Virginia with an oral health center for education, research, and service activities and to contribute to and improve the dental health of all people, especially the citizens of West Virginia.
- To provide residency and graduate programs to train qualified oral health providers in advanced and specialty practice.
- To provide a research base for the state that generates continually updated knowledge in the provision of care and the prevention of disease.

Curriculum

- Students receive a clinical education that is both strong in skill development and broad in scope.
- Community involvement is a major thrust with both required and extended elective opportunities to experience health care delivery in rural settings.
- Increasing use is being made of technological linkages, such as Mountaineer Doctor Television, between the school and practitioners in remote areas of the state.

Student Recruitment

- The School of Dentistry participates in community and campus-based partnerships (HSTA and HCOP Programs) which offer academic enrichment and social support toward higher education and health professions.
- A standing Subcommittee on Recruitment reviews a survey instrument administered to all admissions candidates each year, and uses the information to measure benchmark attainment and to make appropriate program changes.
- The School is part of the Health Sciences Center Recruitment Team which visits all undergraduate campuses in the state to provide information and encouragement relative to health sciences careers.
- The School is an active participant in several programs that are conducted each year at the Robert C. Byrd Health Sciences Center to increase participation of minority and economically disadvantaged students in preparation for health careers.
- The School of Dentistry participates in the West Virginia Governor's Honors Academy, providing hands-on experience in various areas to encourage and inform youth about the profession of Dentistry. For the third year in a row, the School of Dentistry, the areas of Student Affairs, Recruitment and Rural Health combined to provide a Summer Program for junior high and high school students and their parents. This one and one-half day event, "A Brush With Dentistry", gives students interested in Dentistry the opportunity to learn more about this profession.
- A website is provided at www.hsc.wvu.edu/sod/ for students with on-line capability.

Primary Care Activities

- During the 1998-99 academic year, dental and dental hygiene students at rural sites provided the following primary care activities:
  - 4,721 patient contacts.
  - 10,021 clinical procedures.
  - 396 community outreach activities which impacted 10,673 West Virginia citizens.

Recruitment to Underserved Areas

- The Assistant Dean for Alumni Affairs, Public Relations, and Recruitment maintains a placement service for dentists/communities seeking general practitioners.
- There are currently no dentally underserved areas in the state. The school is providing a steady-state replacement for retiring practitioners.

Alumni

- Approximately 81% of the practicing dentists in West Virginia are alumni of the WVU School of Dentistry.
- The School of Dentistry Visiting Committee consists of 30 dental alumni and ten dental hygiene alumni. They meet twice a year with administration and faculty of the school.
- A mailed alumni survey is done each year to provide key information for the curriculum outcomes assessment process.

Faculty and Student Scholarship

- A Research Convocation is held each year to recognize on-going faculty and student research efforts.
- Awards Convocations are held each year by individual disciplines to recognize student scholastic achievement.
- Community Service is a requirement for graduation. Faculty may use such credits toward meeting the requirements for promotion.
- Dr. Richard Crout, Professor, Department of Periodontics, and Director of Research, is a member of the A. D. A. Council of Dental Research. Dr. Crout is also actively engaged in externally funded clinical trial drug studies.

WEST VIRGINIA UNIVERSITY
SCHOOL OF MEDICINE

West Virginia University Health Sciences Center

Medical Students

	1994-95	1995-96	1996-97	1997-98	1998-99
STUDENTS					
APPLICANTS	245	278	327	257	314
In-State	1,917	1,792	1,121	1,128	1,146
Total					
ACCEPTANCES ISSUED	108	103	102	103	107
In-State	115	109	110	109	112
Total					
FIRST YEAR NEW ENROLLMENT	85	85	83	81	84
In-State	88	88	88	86	88
Total	351	354	349	356	356
TOTAL MED. STUDENTS	10	10	11	9	10
Underrepresented Minorities *	0	4	0	1	1
Dismissed Poor Academic Standing	0	0	0	0	0
Transfers from US/Can. Schools	0	1	0	0	1
Transfers from Foreign Schools	0	0	0	2	3
Transfers from LCME Schools	0	0	0	0	0
Transfers from Non-LCME Schools	263	266	272	256	274
RESIDENTS	21	24	18	19	21
CLINICAL FELLOWS	284	290	290	275	300
HOUSE STAFF					
(ACGME Residents & Fellows					
and Non-ACGME Fellows)	62	85	70	68	70
PRE-DOCTORAL DEGREE					
CANDIDATES (Ph. D.)	10	5	23	13	16
POST-DOCTORAL BASIC SCIENCE	486	503	484	483	444
TOTAL FULL-TIME FACULTY	73	74	69	68	83
Basic Science	413	429	415	415	361
Clinical Science					
FEES	$7,680	$7,980	$8,380	$8,672	$9,024
Tuition & Fees, In-State	$18,756	$19,714	$20,714	$21,748	$22,524
Tuition & Fees, Out-Of-State	$51,470	$62,010	$70,260	$68,693	$72,548
Average Final Year Student					
Indebtedness					
ENTERING CLASS DATA	3.55	3.61	3.61	3.55	3.66
Mean GPA					
Mean MCAT Scores					
Biology/Biological Science	8.8	9.1	9.1	9.4	9.7
Chemistry	NA	NA	NA	NA	NA
Physics/Physical Science	8.5	8.9	8.7	8.7	9.2
Science Problems	NA	NA	NA	NA	NA
Reading/Verbal Reasoning	8.6	9.2	9.3	9.3	9.1
Quantitative/Writing Sample	NA	NA	NA	NA	NA

*See Appendix

Specialty Areas of Graduates

	1994-95	1995-96	1996-97	1997-98	1998-99
Primary Care					
Family Practice					
Grads. with Internship/Residency in WV	16	8	9	9	11
Grads. with Internship/Residency Outside WV	2	5	4	3	6
Internal Medicine					
Grads. with Internship/Residency in WV	7	10	6	9	7
Grads. with Internship/Residency Outside WV	11	8	8	7	10
Pediatrics					
Grads. with Internship/Residency in WV	4	2	7	4	1
Grads. with Internship/Residency Outside WV	4	3	4	9	5
Obstetrics/Gynecology					
Grads. with Internship/Residency in WV	1	2	4	2	0
Grads. with Internship/Residency Outside WV	2	3	3	6	2
Medicine/Pediatrics					
Grads. with Internship/Residency in WV	2	1	4	5	4
Grads. with Internship/Residency Outside WV	0	3	6	6	1
Medicine/Psychiatry					
Grads. with Internship/Residency in WV	1	0	2	1	1
Grads. with Internship/Residency Outside WV	0	0	0	0	0
Psychiatry					
Grads. with Internship/Residency in WV	0	2	0	2	1
Grads. with Internship/Residency Outside WV	1	1	1	0	1
Medical Specialty					
Grads. with Internship/Residency in WV	0	3	5	4	10
Grads. with Internship/Residency Outside WV	0	2	10	3	9
General Surgery					
Grads. with Internship/Residency in WV	1	5	1	1	2
Grads. with Internship/Residency Outside WV	2	4	1	4	2
Surgical Specialty					
Grads. with Internship/Residency in WV	4	2	1	3	1
Grads. with Internship/Residency Outside WV	7	4	1	2	4
Support Specialty					
Grads. with Internship/Residency in WV	4	0	1	3	1
Grads. with Internship/Residency Outside WV	8	2	2	4	1
Transitional	0	1	0	3	1
Leave of Absence	0	1	0	1	1
TOTAL	77	72	80	91	82

West Virginia University Health Sciences Center

Revenues and Expenditures
(Dollars in Thousands)

	1993-94		1994-95		1995-96		1996-97		1997-98	
TOTAL REVENUES	$177,776		$192,303		$204,830		$205,546		$207,863	
GENERAL OPERATIONS	$159,920	100%	$174,306	100%	$184,127	100%	$181,301	100%	$184,234	100%
Tuition	$7,897	5%	$9,035	5%	$9,025	5%	$9,001	5%	$9,945	5%
Practice Plan Revenues	$86,756	54%	$98,151	56%	$101,287	55%	$97,966	54%	$99,535	54%
State Appropriations	$53,441	33%	$54,868	31%	$61,183	33%	$60,453	33%	$62,100	34%
Parent/University Appropriations	$0	0%	$0	0%	$0	0%	$0	0%	$0	0%
Reimbursements from Hospitals	$10,448	7%	$10,533	6%	$10,494	6%	$11,538	6%	$10,828	6%
Other	$1,378	1%	$1,719	1%	$2,138	1%	$2,343	1%	$1,826	1%
GRANTS & CONTRACTS	$17,856	100%	$17,997	100%	$20,702	100%	$24,245	100%	$23,629	100%
Federal	$10,420	58%	$9,914	55%	$11,222	54%	$14,156	58%	$12,230	52%
State & Local	$4,145	23%	$4,832	27%	$4,711	23%	$5,330	22%	$5,240	22%
Non-Government	$3,291	18%	$3,251	18%	$4,769	23%	$4,759	20%	$6,159	26%
TOTAL EXPENDITURES	$173,717		$191,336		$198,715		$204,966		$201,172	
TOTAL TRANSFERS	$2,484		$2,557		$2,984		$2,407 *		$5,548*	
EXCESS OF REVENUES OVER EXPENDITURES AND TRANSFERS	$1,575		($1,590)		$3,131		($1,825)		$1,143	

* Includes refund of Colin Anderson funds.

Educational and General Expenditures
FY 1997-98

	Instruction	Research	Public Service	Academic Support	Student Services	Gen. Institutional Support	Operations and Maintenance	Total
Clinical Medicine*	$18,118,331	$8,302,949	$5,018,372	$2,456,979	$211,362	$3,085,230	$4,383,319	$41,576,541
Biomedical Science+	$1,837,719	$6,437,265	$1,580,351	$183,575	$21,493	$835,143	$1,226,487	$12,122,033
Medicine (Allied Health)	$1,735,995	$136,158	$124,424	$89,462	$24,689	$182,669	$268,990	$2,562,386
Dentistry	$6,635,352	$513,298	$750,061	$1,607,100	$219,898	$821,256	$1,192,435	$11,739,400
Pharmacy	$3,161,800	$1,217,638	$1,727,876	$853,383	$97,402	$762,924	$990,482	$8,811,504
Nursing	$2,853,697	$117,096	$510,118	$906,729	$83,503	$513,487	$706,887	$5,691,517
Cancer Center	$293,642	$1,697,086	$1,134,551	$479,856	$8,724	$384,239	$565,910	$4,564,009
Center for Developmentally Disabled	$137,387	$82,428	$3,326,915	$0	$0	$0	$0	$3,546,730
Comm. Hospital Residency Program	$0	$0	$939,434	$0	$0	$0	$0	$939,434

*Includes all first professional medical students (M.D.) as well as residents/interns and fellows.
+Includes Master's and Ph.D. level students.

Mission-Related Goals

! Provide a high quality, cost effective medical education to citizens of West Virginia through the basic and clinical sciences and exposure to appropriate health care environments.
! Emphasize primary care and educate students to facilitate practice in West Virginia.
! Nurture the skills and attitudes that promote self-education and life-long learning.
! Respond to special health care needs of the people of West Virginia through education, research, and service learning programs.

Curriculum

! Appointed Dr. Sarah McCarty as the Director of Generalist Preclinical Education.
! Presented the First Annual Humanism in Medicine Award to Larry Dial, a fourth-year student, and Dr. Shirley Neitch, Professor in the Department of Internal Medicine.
! Continued reaffirmation of the role and value of humanism in medicine by conducting the Fourth Annual White Coat Ceremony for entering students.
! Two new topics have been added to the medical student curriculum: Spirituality in Medicine and Alternative Integrative Medicine.
! Developed a web-based OSHA training module for medical students.
! Completed development of a web link that hosts Year Three student rotation assignments.
! Continued implementation and utilization of the Mentoring program for first- and second-year students in which community physicians are paired with students for a two-year, longitudinal experience.
! Consistent with the special mission of the school, provided positive role models for professional practice.
! Continued development and use of the electronic curriculum database, a computer program developed by MUSOM faculty for
    a. Use in identifying strengths and weaknesses of the curriculum;
    b. Identifying curriculum content so that redundancy is reduced and overall teaching efforts are more efficient.
! Continued to require a multi-component program aimed at assessing the clinical competency of all students prior to graduation including:
    a. Completion of an Observed Physical Examination at the end of the second year;
    b. Certification by four clinical departments that each student has been observed successfully conducting certain key clinical tasks (e.g. mental status examination, pelvic examination); and
    c. Successful completion by each student of the Clinical Competency Examination designed to assess clinical judgment and clinical reasoning.
! Continued a policy that requires students to purchase personal computers that meet established specifications.
! Experienced increased enrollment in the Biomedical Sciences medical science track (master's program) which provides a special curriculum for students aspiring to medical school.
! Revised and strengthened biomedical ethics as a formal course in the Years I and II curriculum and included formal presentations in each Year III clerkship.
! The Year III Psychiatry clerkship continues to include participation in an area Hospice-sponsored camp for bereaved children and in activities of the local city mission, including attendance at Alcoholics Anonymous meetings.
! Continued commitment to a three-month rural clinical requirement for all MUSOM medical students, and beginning with the Class of 2000, three months of which shall be primary care-based curriculum.
! Modified Year III clinical education options, which in addition to the Traditional Track, include the Marshall Primary Care Curriculum, a twelve-month clinical program that emphasizes community-based primary care; students may choose to participate in an optional six-month rural clinical placement.
! Continued to develop additional rural sites to support the clinical education program.
! Continued participation in the statewide Rural Health Education Partnership Program (RHEP).
! Implemented an Exit Survey with graduating students to gain curriculum insight and student feedback on their educational experience.

Student Recruitment

! MUSOM continues to recruit students with increasingly impressive academic and personal credentials while maintaining expectations in primary and rural health care.
! The entering Class of 1999 has a male to female ratio of 50:50.
! Admissions and student affairs staff, faculty members, medical students, and alumni present the special mission of the school to potential applicants and conduct recruitment visits reaching a wide number of West Virginian students.
! An open-door counseling policy exists in which admissions and student affairs staff members and faculty meet individually with significant numbers of prospective applicants and provide educational direction and encouragement.
! The school continues to seek funding for additional scholarship support for African American students.
! MUSOM representatives participate widely in state, regional, and national underrepresented minority recruitment programs, including Marshall University's Outstanding Black High School Student Program, NIH's Minority High School Research Apprentice Program, University of Virginia/Hampton University's Minority Pre-medical Recruitment Fair, and Association of American Medical Colleges 3000 by 2000 Project.
! Recruitment programs are directed toward elementary, middle, high school, and college students targeting underrepresented minorities, rural candidates, and students particularly in tune with the school's special mission.

Primary Care Activities

! Since the Association of American Medical Colleges has published rankings, Marshall University School of Medicine has consistently placed in the top ten (of 125 allopathic medical schools) in the percentage of graduates entering primary care practice.
! As part of the WVRHEP initiative, students are required to participate in community service projects.
! The Locum Tenens Program, providing support for rural providers temporarily leaving their communities, was continued, most recently covering Glen Rogers (Wyoming Co.), Rural Acres (Raleigh Co.), and a pediatric clinic in Pineville, WV.
! Marshall faculty continued to provide primary and hospital care for large numbers of underserved and disadvantaged people over a four-county area.

Recruitment to Underserved Areas

! MUSOM continued its increase in rural clinical placements. During the 1998-99 academic year, third- and fourth-year medical students completed 146 rural experiences.
! Six Marshall students were awarded the Year IV $10,000 Health Science Schclarships; only 13 were awarded statewide. The scholarships were awarded based upon a student's commitment to practice primary care medicine for a minimum of two years in an underserved rural area of West Virginia.
! Two Community Scholarships and four Rural Primary Care Fellowships were awarded to MUSOM students during 1998-99.
! Jennifer Bennett, M.D., a graduate of MUSOM and the Family Practice Residency program is spending a year doing Locum Tenens work in rural areas of West Virginia before deciding on a permanent site of practice.
! Doctors in Our Communities (Doc's), sponsored by the A.T. Massey and Fluor Foundations, was continued. Currently, three MUSOM students participate in this program.
! The Rural Clinical Health Fair was expanded to include nursing students. This annual fair promotes rural practice and provides opportunities for RHEP consortia to present their clinical opportunities to medical students and nursing students. The MUSOM format is now utilized by the State's other medical schools for their students.

Alumni

- Marshall's alumni reflect the school's mission and emphasis on rural care and generalist specialties.
- Over the past decade, 52 graduates have established primary care practices throughout West Virginia, with at least one in 19 different counties.
- Marshall ranked second (of 125 allopathic schools) in the nation in the percentage of graduates entering primary care in the classes of 1989, 1990, and 1991.
- Marshall graduates continue great success in matching to competitive residencies. In 1999, 98% of students matched, with over three-fourths receiving their first or second choice of placement.
- Marshall alumni are extensively utilized as faculty preceptors, mentors, and lecturers.
- Dr. Elizabeth Spangler, Class of 1996, has been named Medical Director for Carelink Plans. She is also the Vice President of the Kanawha Medical Society and Treasurer of the WV State Medical Association.
- Paul Ambrose, Class of 1995, serves as the only resident member of the Council on Graduate Medical Education. The council evaluates health care policy and advises the Secretary of Health and Human Services and Congress on matters affecting the quality and quantity of the nation's physicians.
- Alumni return and volunteer in the CME component of Alumni Weekend activities, thereby continuing to further and promote the mission of the school.

Faculty and Student Scholarship

- For the third consecutive year, the 1999 RHEP Outstanding Research Award was presented to a rural placement student from MUSOM.
- Zach Anderson, Class of 2002, was awarded the first WVUHS Scholarship.
- Three faculty members serve as reviewers for the National Institutes of Health.
- Faculty serve as reviewers for prestigious journals (i.e., *Journal of Neuroscience, American Journal of Physiology, Toxicology, and Applied Pharmacology*), section editors, grant reviewers and are members of state and national committees and journal editorial boards.
- Dr. Maurice Mufson and Dr. Shirley Neitch published a book *"Becoming a Clinician, A Primer for Students".* MUSOM faculty wrote most of the chapters.
- Dr. Daniel Cowell was elevated to the status of Life Fellow in the American Psychiatric Association.
- Marshall's pioneering Interactive Patient, a teaching program that allows Internet throughout the world to test their medical knowledge, was a semifinalist for a Global Information Infrastructure Award.
- Tanya Warwick, a current fourth-year medical student, served as a national delegate representing the American Medical Women's Association on a medical expedition to the People's Republic of China. The two-week expedition was to communicate with female physicians in China and to study the Chinese health care system.
- Big Creek High School located in McDowell County formed a partnership with NASA and Dr. Susan DeMesquita, MU Professor of Physiology, to allow four students to become research assistants this summer. The "Rocket Girls" built and launched their own rockets. Big Creek High School will emphasize science and rocketry this fall.

Outreach Activities

- MUSOM has long required students to provide defined service learning, now integrated with WVRHEP. As part of their rural clinical experience, students are required to spend at least 20% of service learning activities including Interdisciplinary Sessions, research and community service. Examples of recent projects include: health fairs in underserved communities, over 30 presentations to public school students and projects related to smokeless tobacco, diabetes control, and teen pregnancy.
- Continuing Medical Education (CME) offered over 500 programs in a variety of different venues to more than 3,700 physicians. Instructional methods featured telemedicine, multimedia, and traditional lecture formats. CME credit was granted to clinical mentors and rural physicians who serve as preceptors/lecturers for MUSOM medical students.

! Marshall computer specialists expanded support for health care activities throughout the state: support and resource development for RHEP sites and Faculty Development Days; World Wide Web page development and training for West Virginia Bureau for Public Health, Hospice, and the Huntington Medical Community Foundation; Training for the 2000 member Huntington Medical Community Foundation Network; information and technical planning consultations for local MUSOM affiliated hospital; hosted E-mail discussion groups for National Organization of State Offices of Rural Health, rural providers, site coordinators and RHEP participants.

! MUSOM faculty provided regularly scheduled specialty clinics to rural communities in the much-needed services of ophthalmology, ob/gyn, cardiology, pediatrics, pulmonary, urology, and general surgery.

! The Division of Industrial, Occupational and Environmental Health continued to expand health care, prevention, and innovative services to government, industry, and labor organizations.

Capital Projects

! The new 185,000 square foot, $32 million Marshall University Medical Center complex, constructed in collaboration with Cabell Huntington Hospital, was opened and fully occupied in June, 1998. A special $1 million capital appropriation approved during the 1998 legislative session provided essential funding for start-up equipment, furnishings, and telecommunications systems, and represented the first State funds committed to capital facilities at MUSOM in its 25-year history.

! Renovations were begun in May, 1999 on the former locker room facility at Fairfield Stadium to convert it for use as a Forensic Science Center to house the School of Medicine's educational program and the CODIS program operated in cooperation with the WV State Police. This $ 800,000 renovation will provide state-of-the-art laboratories and distance learning capabilities for these education and service programs. The facility will be instrumental in effectively utilizing a $2 million annual federal grant to upgrade the state's and the region's DNA-based criminal justice capabilities.

! Preliminary planning was completed in FY 1998-99 for construction of a new $ 30 million Biomedical Science Education and Research Building to be located adjacent to the existing Science Building on the University's main campus. The new facility will house classrooms and research laboratories to accommodate the School of Medicine's burgeoning biomedical science programs and externally funded research enterprise.

! The $1 million special State appropriation for capital improvements and equipment approved in 1998 and renewed for 1999 represents MUSOM's first and only source of capital support. The School of Medicine continues to seek support of the Board of Trustees to establish an ongoing capital improvement fund for health sciences capital improvements, similar to that available to the general institutions.

Nursing & Health Professions

Mission-Related Goals

! National League for Nursing Accreditation Commission accreditation for ASN, BSN, and MSN Programs
! WV Board of Examiners for Registered Professional Nursing accreditation for ASN and BSN Programs
! Outreach by satellite education for RN's to study for BSN
! Collaboration with area employers for continuing nursing education
! Ninety-one percent pass rate on RN licensure examination BSN, 100% ASN
! One-hundred percent pass rate on Advanced practice certification as a Family Nurse Practitioner

Curriculum

! BSN program
    RN Option - RN to BSN
    School nurse certificate
    Outreach to Logan, Williamson, Point Pleasant, Teays Valley, and St. Mary's Hospital

! MSN Program
    Family Nurse Practitioner
    School Nurse Practitioner
    Nursing Administration
    Certificate in Family Nurse Practitioner

! Collaborative ASN Program with St. Mary's Hospital

Student Recruitment

! Ninety-five percent from West Virginia
! Rural counties well represented

Primary Care Activities

! All ASN and BSN students have community-based experiences
! BS Nursing curriculum has a wellness and primary prevention focus
! MSN - Family Nurse Practitioner students are prepared for primary care delivery
! All FNP students have extensive primary care experiences
! Sponsoring a primary care nursing conference every spring
! Grant from the Division of Nursing for two school-based primary care centers in Eastern Boone County
! MSN-Nursing Administration students have rural placements
! Eighty-five percent of the Family Nurse Practitioner graduates are in primary care
! Seventy-six percent of the Family Nurse Practitioner graduates are in rural or underserved areas
! The majority of graduates work in West Virginia and the Tri-State area

Marshall University School of Medicine

Recruitment to Underserved Areas

- Students participate in rural scholarship programs
- Recruitment at career days
- Students are largely from southern West Virginia

Alumni

- Eighty-five percent of the Family Nurse Practitioner graduates are in primary care
- Seventy-six percent of the Family Nurse Practitioner graduates are in rural or underserved-areas
- The majority of graduates work in West Virginia and the Tri-State area

Faculty and Student Scholarship

- Most students receive some financial aid
- Most students work while receiving an education
- One MSN student received a rural scholarship
- One BSN student was a Fuld Fellow to Brazil
- One BSN student is a Yeager Scholar
- Fourteen MSN students received a Federal Nursing Trainee Stipend
- One BSN student received the Butler Scholarship
- One BSN student received the Trainor Scholarship
- Two nursing faculty are enrolled in doctoral studies
- Five nursing faculty had articles, books, or research published
- Fifteen nursing faculty presented over 50 programs at local, regional, national, or international conferences
- Seven nursing faculty are certified as Family Nurse Practitioners

Outreach Activities

- Collaborative Appalachian Diabetes Network
- BSN education by satellite to Logan, Williamson, Point Pleasant, and St. Mary's Hospital
- Student placements in rural settings and practices
- Collaborative continuing education programs
- International faculty exchanges
- Linkages with rural nursing in Australia and Brazil

Graduates

- BSN - 58 (includes 38 generic and 20 RN)
- MSN - 15 plus 3 post-master's certificates

Dietetic

Mission-Related Goals

- Dietetic Internship is fully accredited by the Council on Accreditation and Approval of Dietetics Education (CAADE)
- The undergraduate dietetic program is fully approved by CAADE
- Emphasize basic nutrition, meal planning, and dietary modifications for clients in institutional and community-based settings

Curriculum

- Full accreditation of the Dietetic Internship Program, December 1998
- Continuing approval of the undergraduate dietetic program
- Students have clinical experiences in underserved areas

Student Recruitment

- Students are recruited primarily from West Virginia and the Tri-State area

Recruitment to Underserved Areas

- Students who complete the Dietetic Internship and become licensed as a Registered Dietitian are highly sought by rural and underserved areas

Alumni

- Dietetic alumni practice in a variety of health care settings in West Virginia and the Tri-State area

Outreach Activities

- Students teach nutrition education in the schools
- Students offer cooking schools for groups of individuals with diabetes and hypertension
- Students participate in WV Extension Service Programs

Communication Disorders

Mission-Related Goals

! Accreditation of Master's Program by the Council on Academic Accreditation of the American Speech-Language-Hearing Association
! Outreach to schools and health care

Curriculum

! Student experience with rural and underserved populations
! One-hundred percent pass rate on national test for the Certificate of Clinical Competence-Speech-Language-Pathology

Student Recruitment

! Ninety-five percent from West Virginia
! Rural counties well represented

Primary Care Activities

! Audiology screening
! Speech pathology assessment and intervention

Recruitment to Underserved Areas

! Graduates are placed in rural and urban settings in West Virginia

Alumni

! One-hundred percent of Speech Pathology/Audiology Master's students are employed upon graduation
! Eighty percent of Speech Pathology/Audiology students are employed in rural/underserved areas

Faculty and Student Scholarship

! Two faculty published
! Four faculty presented at national, regional and local professional meetings
! Ninety percent of students receive some financial aid
! Most students work while pursuing an education

! Two students per year are recipients of the Randall Robinson Scholarship

Outreach

! Faculty and students staff a CD clinic and see clients on a regular basis both on and off campus
! Students have clinical experiences in rural settings
! Faculty and students provide pro bono services to clients

273

272

Clinical Laboratory Sciences

Mission-Related Goals

! The Medical Technology (MT-BS) and Medical Laboratory Technology (MLT-AS) are fully accredited by the National Accrediting Agency for Clinical LaboratorySciences (NAACLS)
! The cytotechnology program is fully accredited by the American Society for Technology and NAACLS

Curriculum

! The ML and MLT programs were fully accredited in 1999
! The Cytotechnology program maintains ongoing accreditation

Student Recruitment

! Students are recruited from West Virginia and the Tri-State area

Recruitment to Underserved Areas

! Graduates are highly sought by rural and urban health care sites

Alumni

! Graduates mentor current students
! Ninety-five percent of students have jobs upon graduation

Faculty and Student Scholarship

! Faculty have presented at regional meetings

Outreach Activities

! Students have clinical laboratory experiences in a variety of settings in West Virginia and the Tri-state area

Marshall University School of Medicine

Medical Students

	1994-95	1995-96	1996-97	1997-98	1998-99
STUDENTS					
APPLICANTS					
In-State	255	305	339	274	310
Total	1,504	1,464	1,156	1,047	1,141
ACCEPTANCES ISSUED					
In-State	72	74	77	71	73
Total	79	78	80	74	78
FIRST YEAR NEW ENROLLMENT					
In-State	46	46	45	47	45
Total	49	49	48	48	48
TOTAL MED. STUDENTS	204	199	204	201	204
Underrepresented Minorities *	4	5	6	7	8
Dismissed Poor Academic Standing	0	0	0	1	0
Transfers from US/Can. Schools	0	0	0	0	0
Transfers from Foreign Schools	0	1	2	2	3
Transfers from LCME Schools	0	0	0	0	0
Transfers from Non-LCME Schools	0	1	2	2	3
RESIDENTS	112	113	121	115	122
CLINICAL FELLOWS	17	15	14	14	12
HOUSE STAFF (ACGME Residents & Fellows and Non-ACGME Fellows)	129	128	135	129	134
PRE-DOCTORAL DEGREE CANDIDATES (Ph. D.)	37	30	23	18	19
POST-DOCTORAL BASIC SCIENCE	4	3	0	2	2
TOTAL FULL-TIME FACULTY	135	148	136	147	152
Basic Science	33	35	32	37	35
Clinical Science	102	113	104	110	117
FEES					
Tuition & Fees, In-State	$7,714	$8,134	$8,550	$8,820	$9,088
Tuition & Fees, Out-Of-State	$17,440	$18,560	$19,776	$20,896	$22,114
Average Final Year Student Indebtedness	$61,997	$71,000	$76,708	$73,720	$87,214
ENTERING CLASS DATA					
Mean GPA	3.5	3.4	3.4	3.5	3.5
Mean MCAT Scores					
Biology/Biological Science	8.0	8.6	8.8	8.8	9.1
Chemistry	NA	NA	NA	NA	NA
Physics/Physical Science	7.8	8.3	8.7	8.6	8.5
Science Problems	NA	NA	NA	NA	NA
Reading/Verbal Reasoning	8.9	8.6	9.6	8.9	9.0
Quantitative/Writing Sample	NA	NA	NA	NA	NA

*See Appendix

Specialty Areas of Graduates

	1994-95	1995-96	1996-97	1997-98	1998-99
Primary Care					
Family Practice					
Grads. with Internship/Residency in WV	10	6	10	10	8
Grads. with Internship/Residency Outside WV	6	2	4	1	4
Internal Medicine					
Grads. with Internship/Residency in WV	2	5	3	5	2
Grads. with Internship/Residency Outside WV	7	7	5	4	1
Pediatrics					
Grads. with Internship/Residency in WV	3	2	7	3	1
Grads. with Internship/Residency Outside WV	0	0	4	0	4
Obstetrics/Gynecology					
Grads. with Internship/Residency in WV	1	0	0	2	0
Grads. with Internship/Residency Outside WV	1	3	3	2	1
Medicine/Pediatrics					
Grads. with Internship/Residency in WV	0	2	2	4	1
Grads. with Internship/Residency Outside WV	1	0	0	0	2
Psychiatry					
Grads. with Internship/Residency in WV	0	1	0	1	0
Grads. with Internship/Residency Outside WV	1	4	0	3	5
Medical Specialty					
Grads. with Internship/Residency in WV	0	0	0	0	0
Grads. with Internship/Residency Outside WV	0	1	0	0	1
General Surgery					
Grads. with Internship/Residency in WV	3	3	3	3	4
Grads. with Internship/Residency Outside WV	4	1	0	2	4
Surgical Specialty					
Grads. with Internship/Residency in WV	0	0	0	0	1
Grads. with Internship/Residency Outside WV	1	0	0	0	1
Support Specialty					
Grads. with Internship/Residency in WV	1	0	1	0	1
Grads. with Internship/Residency Outside WV	2	6	2	7	2
Transitional	4	2	4	2	4
TOTAL	47+	45	48	49	47

+One student did not pursue a residency program. However, that individual is pursuing a Master's Degree.

Marshall University School of Medicine

Revenues and Expenditures*
(Dollars in Thousands)

	1993-94		1994-95		1995-96		1996-97		1997-98	
TOTAL REVENUES	$37,487		$42,203		$45,900		$48,849		$50,429	
GENERAL OPERATIONS	$34,651	100%	$39,186	100%	$43,015	100%	$45,856	100%	$47,490	100%
Tuition	$1,342	4%	$1,387	4%	$1,524	4%	$1,828	4%	$1,753	4%
Practice Plan Revenues	$16,064	46%	$19,151	49%	$22,334	52%	$24,402	53%	$25,928	55%
State Appropriations	$11,076	32%	$11,297	29%	$11,770	27%	$12,691	28%	$12,966	27%
Parent/University-Appropriations	$0	0%	$0	0%	$0	0%	$0	0%	$0	0%
Reimbursements from Hospitals	$5,382	16%	$6,498	17%	$6,711	16%	$6,264	14%	$5,979	13%
Other	$787	2%	$853	2%	$676	1%	$671	1%	$864	1%
GRANTS & CONTRACTS	$2,835	100%	$3,018	100%	$2,885	100%	$3,733	100%	$2,939	100%
Federal	$2,473	87%	$2,748	91%	$2,184	75%	$2,460	66%	$1,562	53%
State & Local	$44	2%	$116	5%	$234	8%	$227	6%	$334	11%
Non-Government	$318	11%	$154	5%	$467	16%	$1,046	28%	$1,043	36%
TOTAL EXPENDITURES	$36,823		$41,750		$46,550		$48,659		$50,974	
TOTAL TRANSFERS	$0		$0		$0		$0		$0	
EXCESS OF REVENUES OVER EXPENDITURES AND TRANSFERS	$664		$453		($650)		$190		($545)	

*Includes faculty practice corporation, VAMC and community hospital support. Prior to FY 1994-95, certain capital expenditures are not included.

Educational and General Expenditures
FY 1997-98

	Instruction	Research	Public Service	Academic Support	Student Services	Gen. Institutional Support	Operations and Maintenance	Total
Clinical Medicine**	$7,551,962	$2,592,438	$6,313,918	$1,134,944	$12,915	$1,262,929	$1,137,465	$20,006,569
Biomedical Science+	$515,326	$223,217	$542,121	$88,313	$1,005	$98,272	$88,509	$1,556,764
School of Nursing	$1,561,840	$0	$0	$107,702	$1,226	$119,848	$0	$1,790,616
School of Social Work#	$253,051	$0	$0	$17,450	$199	$19,418	$0	$290,117

**Includes all first professional medical (M.D.) students as well as residents/interns and fellows
+Includes Master's and Ph.D. level students.
#The School of Social Work is administratively under the direction of the School of Medicine

West Virginia School of Osteopathic Medicine

Mission-Related Goals

- Continue program of excellence.
- Provide primary care osteopathic physicians for rural and underserved communities in West Virginia and Appalachia.
- Maintain a strong institutional orientation to Family Practice.
- Train osteopathic physicians with an appreciation and understanding of geriatric medicine.
- Enhance and expand the use of educational technology.
- Expanded use of the WVSOM website for administrative and academic support.
- The Mountain State OPTI (Osteopathic Postgraduate Training Institute) was established to coordinate osteopathic postgraduate education at WVSOM and affiliated institutions. The Mountain State OPTI will support physician placement and retention in rural West Virginia.
- MSOPTI has been approved for an Internal Medicine Residency at Ohio Valley Medical Center in Wheeling.
- WVSOM has been ranked in the Top 50 primary care medical schools in the nation by *U.S. News & World Report*. The school is ranked #27 nationwide in the "U.S. News Best Graduate Schools Year 2000 Edition" magazine and guidebook. WVSOM was the top ranking osteopathic school.

Curriculum

- Curriculum maintains an orientation toward primary care and placement in rural West Virginia.
- WVSOM is expanding the use of problem-oriented, case-based learning in the preclinical curriculum.
- Osteopathic Principles and Practice, the mainstay of the osteopathic medical profession, is integrated throughout the preclinical and clinical curriculum.
- WVSOM continues its strong support of, and participation in, the Rural Health Education Partnerships.
- Preclinical students, under faculty supervision, operate a community-based osteopathic care clinic.

Student Recruitment

- The WVSOM recruitment process gives priority to West Virginia residents.
- WVSOM seeks quality students who bring with them strong academic abilities, plus maturity and life experience suitable for practice as osteopathic physicians serving rural populations of West Virginia.
- The recruitment office conducts community visits designed to reach the non-traditional student. Such visits are held in evening hours at hospitals, clinics and public facilities.
- Most colleges and universities in West Virginia are visited twice a year by the Admissions Counselor. Visits provide an opportunity to meet qualified prospective students and to educate future health professionals about osteopathic medicine.
- The WVSOM Admissions Counselor attends scheduled graduate and professional school days.
- WVSOM recognizes the importance of a diverse student population and views minority recruiting as a priority. Minority alumni provide a valuable perspective for prospective candidates.
- Prospective students are encouraged to visit the campus, meet with students and faculty and observe the on-going academic program.
- On-campus open houses have been a successful component of the recruitment program. These are all-day visits by groups of interested students who are provided a program that discusses osteopathic medicine, admissions requirements, financial aid and the medical school curriculum.
- Each year, all West Virginia collegiate health professions advisors are invited to a two-day conference designed to inform participants of osteopathic medicine, admissions requirements, financial aid, and the WVSOM curriculum. Advisors are also provided information about health issues and trends that may be of interest to them.
- WVSOM conducts a secondary field representative program that uses a private vendor who visits secondary schools. The guidance offices are provided with information about osteopathic medicine and the educational program at WVSOM.
- Selected colleges and universities in other states are also visited by the Admissions Counselor.

Primary Care Activities

! WVSOM faculty and students provide primary care services to RHEP and other rural and underserved sites throughout West Virginia.

! WVSOM continues to place alumni in the rural and underserved areas of West Virginia.

Recruitment to Underserved Areas

! WVSOM is committed to the training of physicians who will practice in rural and underserved areas of West Virginia. Annual surveys show that WVSOM consistently leads the state in providing physicians for rural communities. Since primary care physicians are the type of physician needed in rural areas it is noteworthy that a 1999 *U.S. News & World Report* survey rated WVSOM as one of the leading medical schools in the nation for producing primary care physicians; WVSOM was ranked as the #1 osteopathic medical school and 27th overall in the survey.

! WVSOM continues its commitment to rural West Virginia through the Office of Physician Underserved and Rural Retention (PURR), established in 1998. PURR is coordinating and enhancing the institution's ongoing efforts to retain WVSOM graduates in West Virginia. The office works closely with all departments within the institution, especially the Physician Placement and Alumni Offices, to coordinate recruiting and retention efforts.

! The PURR Office has been working with WVSOM medical students, graduates and those in the osteopathic postgraduate training programs throughout the state to make them aware of practice opportunities and financial incentive programs to practice in rural, underserved areas of the state. An information packet has been prepared to assist in this endeavor.

! The PURR Office works one-on-one with WVSOM Alumni who practice out-of-state but desire to return to West Virginia to practice medicine, as well as, those alumni who are currently practicing in the state and want to relocate within the state. PURR works closely with the WVSOM Office of Physician Placement to match employment opportunities with individual queries from alumni. Both offices have an excellent relationship with the West Virginia Bureau for Public Health, Division of Recruitment, to coordinate listing of job opportunities and other recruiting efforts.

! WVSOM maintains a mailing list of 200 hospitals and clinics in West Virginia. These facilities are contacted quarterly for information about clinical opportunities. A "Physician Opportunities Update" is mailed quarterly to WVSOM alumni. In addition, a WVSOM Alumni website dedicated to physician placement is maintained with links to job opportunities in the state, as well as information on the state's loan forgiveness programs for practicing in rural underserved areas of the state.

! The PURR Office participates in the WVRHEP and WVRHAP programs, with the PURR Director serving on both the WVRHEP Recruitment and Retention Committee and the WVRHAP Recruitment and Retention Workgroup. The Director also serves as chair of the Mountain State OPTI Recruitment and Retention Committee.

! PURR has been analyzing factors that influence physician recruitment and retention. PURR has developed an applicant profile based on a review of the literature that identifies characteristics of applicants that are "most likely" and "least likely" to practice medicine in rural areas. This profile has been distributed within WVSOM to assist in efforts to admit candidates with the highest potential for practicing in rural West Virginia. The Office is currently analyzing financial factors that influence medical students' decision-making process for selecting practice specialty type, i.e. primary care vs. non-primary care specialties. In addition, PURR is examining the internal operations of WVSOM in order to better fulfill WVSOM's mission of providing primary care osteopathic physicians for West Virginia.

Alumni

! Douglas D. Wolfe, D.O., '85, a family practitioner in Farmington, WV was elected president of the WV Society of Osteopathic Medicine in April, 1999.

! Art Rubin, D.O., '79, a Charleston pediatrician, is one of four physicians who has been selected to contribute to a weekly health column, "On Call" for the Charleston Gazette.

! David R. Carr, D.O., '81 and Harry W. Young, D.O., '91 staff a Rural Health Clinic established by Welch Emergency Hospital.

! Matt Lively, D.O., '93 is the team physician for the Athletic Department at WVU in Morgantown and has been chosen as the Medical Director for a statewide Back Clinic scheduled to open.

! Abigail Winters, D.O., '98 is Chief Resident at Greenbrier Valley Medical Center in Fairlea.

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West Virginia School of Osteopathic Medicine

! Mary Ann Cater, D.O., '88 was elected President of the Ohio County Medical Society. She is the first woman to hold that post. She is Chief of Anesthesiology at Wheeling Hospital.

! Daniel S. Hurd, D.O., '95, a dermatology resident at Grandview Hospital and Medical Center, received one of four Oclassen Research Paper Awards last fall from the American Osteopathic College of Dermatology.

! Kelli Ward, D.O., '96, recently received one of eight Academic Fellow Scholarships from the Society of Teachers of Family Medicine. She was also selected as one of the new co-chairs of the STFM's Group on Osteopathic Medicine.

! Randall L. Short, D.O., '81, of Moundsville, was named the recipient of the 1999 Practitioner of the Year Award by the WV Society of Osteopathic Medicine. The announcement was made at the 97th Annual Osteopathic Convention held at Glade Springs Resort and Conference Center.

! Louise Frazee, D.O., '84, has written an article entitled "Doctor, Do You Love Your Job?" which was published in *Medical Economics Magazine th*is past spring. Dr. Frazee practices in Cuyahoga Falls, Ohio.

! David Burnette, D.O., '85, was appointed as a University of Arkansas Medical Sciences Clinical Professor in Family Practice and was named "Humanitarian of the Year" by the Arkansas Osteopathic Medical Association. He has practiced obstetrics and surgery in Mountain View, Arkansas since 1991.

! Lorenzo Pence, D.O., '85, received the 1998 Outstanding Family Physician Award from Ohio University/St. Vincent Medical Center. He also received the Primary Care Continuing Outstanding Physician of the Year Award for 1998 from OU-COM/N.W.CORE. Dr. Pence lives in Perrysburg, Indiana.

! James E. (Jim) Kelly, D.O., '82, has been elected by the physicians in Maryland to serve a three-year term as Trustee-at-Large to the Medical and Chirurgical Faculty of Maryland–the State Medical Society. Dr. Kelly is the first D.O. to be elected trustee in its nearly 200-year history.

! Pat Spangler, D.O., '80, was inducted as President of the Tennessee Osteopathic Association during the spring meeting in Gatlinburg in April.

Faculty and Student Scholarship

! Helen Baker, Ph.D., Professor of Clinical Sciences and Director for Educational Development, authored an article in the December, 1998 issue of *The D.O.* magazine entitled "The Process of Education: A Four-Step Cycle." She also chaired a panel on "Educational Development and Methods" and gave a plenary speech on "Educational Development" at the ninth annual Osteopathic Medical Education Leadership Conference held on September 11-13, 1998 in Arlington, Virginia.

! John Mugaas, Ph.D., Professor of Physiology, presented a paper entitled "Plasma hormone concentrations show daily and seasonal variation in the Virginia opossum, Didelphis virginiana" at the Experimental Biology 99 Meeting in Washington, D.C. He was also named to the West Virginia State Rehabilitation Advisory Council and will serve his term through June 30, 2002.

! Mary Diana Davis, MSIV, was awarded an Auxiliary to the American Osteopathic Association National Honors Scholarship.

! David Essig-Beatty, D.O., Associate Professor OP&P, and Pat Browning, MSIII and a GTA in OP&P, presented a workshop entitled "Self Administered Lymphatic Treatment" at the American Osteopathic Association convention in New Orleans on October 6, 1998.

! Wendy Neal, MSIII, was recently appointed as the National Capitol Campaign Chairperson for the Student Osteopathic Medical Association.

! WVSOM was rated the #5 school in a recent primary care survey, with 77% of its graduates pursuing residencies in primary care fields. The survey was sponsored by the American Medical Student Association, an independent organization of more than 30,000 medical students, which reviewed the most recent data on the number of graduates in primary care residencies from 125 allopathic (M.D.) and 18 osteopathic (D.O.) Medical schools. The findings were published in the April 1998 issue of *New Physician Magazine*.

! Bill Martin, Ph.D., conducted three presentations of "Patient Services in Transition" to volunteers attending the 1999 Core Summit of the Mid-Atlantic Division of the American Cancer Society (ACS) which was held in Falls Church, VA, February 26-27.

! Barbara Elliott, Director of Alumni Affairs, was elected Vice President of the West Virginia Alumni Directors Association for the coming year.

! Craig Warren, MSIII, placed fourth in the A. Hollis Wolfe Case Presentation Competition during the Annual AOA convocation in St. Louis, Missouri, on March 24-28, 1999. He presented the case "Forward Sacral Torsion as a Cause of Chronic Low Back Pain."

! Tatiana Konchesky, MSIII, Tammy McVay, MSII, Wendy Neal, MSIII, David Prisk, MSII, and Craig Warren, MSIII, were appointed to positions on the Student Osteopathic Medical Association National Board at the 1999 Spring SOMA Convention in Philadelphia, PA, on April 8-11, 1999. The five students were chosen from all 19 osteopathic schools nationwide to represent SOMA in the mentioned areas for the 1999-2000 term. WVSOM now boasts the second highest number of students representing National SOMA.

! Tabitha Danley, MSIV, spoke at the State Board of Educators annual conference on April 8 at Pipestem Resort and State Park. The topic of the discussion was "Work can be a Pain in the Neck-Some Solutions."

! U.S. Representative Nick Rahall announced that WVSOM was recently approved for a $53,673 grant from the Department of Health and Human Services. The grant will help the school meet the costs of planning, developing, and operating professional pre-doctoral training programs in Family Medicine.

! James R. Stookey, D.O., FAAO, Vice President for Academic Affairs and Dean, was awarded an honorary Doctor of Osteopathic Education degree by the Kirksville College of Osteopathic Medicine during the 1999 commencement ceremony.

Outreach Activities

! WVSOM supports and runs male and female health screenings in the community.

! WVSOM continues longstanding support of the faculty initiated "Science Enrichment Program" that benefits schools throughout West Virginia.

! WVSOM continues an "Anatomy Enrichment" program that benefits schools throughout West Virginia and surrounding states.

! Continuing partnership with the Family Refuge Center in domestic violence prevention.

! President Olen Jones was appointed to the Bureau of Professional Education of the American Osteopathic Association. The Bureau serves as the accrediting agency for colleges of Osteopathic Medicine.

! Judith Westerik, Ph.D., Professor of Biochemistry, serves on the advisory board of the National Science Foundation supported project entitled "Coordinated and Thematic Science (CATS)." She will facilitate at the CATS Chemistry Telecommunications course for public school teachers.

! WVSOM students initiated a Community Outreach and Relief Effort (CORE) program in Lewisburg to assist terminally ill patients and their families.

! WVSOM student organizations acknowledge and award competing community outreach projects.

! William Shires, Executive Director, Mountain State OPTI, serves on the Board of Directors for the Center for Rural Health Development, Inc., and the Rural Health Alliance of West Virginia.

! WVSOM recently concluded its annual Career Shadowing Program with Lewisburg Elementary School for Spring of 1999. A total of 21 students in grades 4-6 visited WVSOM during March and April to observe doctors and staff members working with computers, laboratory equipment, and behind the scenes at the Robert C. Byrd Clinic. Lewisburg Elementary is one of WVSOM's Partners in Education. The program was coordinated by Judy Westerik, Ph.D., Professor of Biochemistry.

Capital Projects

! Renovation work on the former Greenbrier County Community College which began in May 1998 was completed in March 1999. The facility contains a new library, bookstore, osteopathic clinical skills laboratory with state-of-the-art audio/visual presentation technology, multipurpose classroom, computer-based learning center and additional student study space. A newly constructed breeze way attaches the free-standing facility to the main building.

! An architectural firm has been selected and planning is underway to expand and renovate the Pharmacology, Physiology, Microbiology and Biochemistry laboratory spaces to accommodate our increased class size. The renovation is being designed to integrate the use of information and instructional technology. The projected completion date is July 2000.

! Letters of Intent have been received from professional firms to update the Campus Master Plan. A firm will be chosen in the near future.

! Planning is underway for the complete renovation and remodeling of student classrooms and will include access to information and instructional technology.

! The construction of a new Center for Technology and Rural Medicine is in the early planning stages. The facility would provide space for training clinical and preclinical faculty and students in medical informatics and instructional technology; develop and promote the use of information technology for rural medicine; provide assistance for rural family physicians in the use of information technology; and develop and promote distance learning and remote conferencing applications for rural physicians.

West Virginia School of Osteopathic Medicine

Medical Students

	1994-95	1995-96	1996-97	1997-98	1998-99
STUDENTS					
APPLICANTS					
In-State	195	238	258	246	193
Total	2,194	2,407	2,423	2,119	1,630
ACCEPTANCES ISSUED					
In-State	57	60	55	54	60
Total	71	95	93	95	100
FIRST YEAR NEW ENROLLMENT					
- In-State	56	47	45	45	45
Total	68	67	65	66	65
TOTAL MED. STUDENTS	258	260	261	261	261
Underrepresented Minorities *	15	11	9	7	5
Dismissed Poor Academic Standing	0	1	1	2	1
Transfers from US/Can. Schools	0	0	0	0	0
Transfers from Foreign Schools	0	0	0	0	0
Transfers from LCME Schools	0	0	0	0	0
Transfers from Non-LCME Schools	0	0	0	0	0
RESIDENTS	36	40	47	48	54
CLINICAL FELLOWS	0	0	0	0	0
HOUSE STAFF (ACGME Residents & Fellows and Non-ACGME Fellows)	36	40	47	48	54
PRE-DOCTORAL DEGREE CANDIDATES (Ph. D.)	0	0	0	0	0
POST-DOCTORAL BASIC SCIENCE	0	0	0	0	0
TOTAL FULL-TIME FACULTY	37	40	40	38	38
Basic Science	19	20	20	19	19
Clinical Science	18	20	20	19	19
FEES					
Tuition & Fees, In-State	$8,400	$9,300	$10,050	$10,750	11,490
Tuition & Fees, Out-Of-State	$20,654	$25,004	$25,900	$27,400	28,990
Average Final Year Student Indebtedness	$85,571	$86,342	$97,535	$103,937	96,870
ENTERING CLASS DATA					
Mean GPA	3.23	3.34	3.39	3.38	3.40
Mean MCAT Scores					
Biology/Biological Science	5.9	6.6	7.6	7.2	7.3
Chemistry	NA	NA	NA	NA	NA
Physics/Physical Science	6.0	6.3	6.8	7.0	6.9
Science Problems	NA	NA	NA	NA	NA
Reading/Verbal Reasoning	6.8	7.3	7.0	7.7	7.9
Quantitative/Writing Sample	NA	NA	NA	NA	NA

*See Appendix

Specialty Areas of Graduates

	1994-95	1995-96	1996-97	1997-98	1998-99
Primary Care					
Family Practice					
Grads. with Internship/Residency in WV	20	24	22	23	23
Grads. with Internship/Residency Outside WV	31	25	33	33	29
Internal Medicine					
Grads. with Internship/Residency in WV	0	0	0	0	0
Grads. with Internship/Residency Outside WV	2	5	4	3	2
Pediatrics					
Grads. with Internship/Residency in WV	0	0	0	0	0
Grads. with Internship/Residency Outside WV	1	1	0	0	0
Obstetrics/Gynecology					
Grads. with Internship/Residency in WV	0	0	0	0	0
Grads. with Internship/Residency Outside WV	2	1	0	0	1
Medicine/Pediatrics					
Grads. with Internship/Residency in WV	0	0	0	0	0
Grads. with Internship/Residency Outside WV	0	0	0	0	0
Psychiatry					
Grads. with Internship/Residency in WV	0	0	0	0	0
Grads. with Internship/Residency Outside WV	3	0	0	3	1
Medical Specialty					
Grads. with Internship/Residency in WV	0	0	0	0	0
Grads. with Internship/Residency Outside WV	1	7	3	0	2
General Surgery					
Grads. with Internship/Residency in WV	0	0	0	0	0
Grads. with Internship/Residency Outside WV	0	0	0	0	0
Surgical Specialty					
Grads. with Internship/Residency in WV	0	0	0	0	0
Grads. with Internship/Residency Outside WV	1	0	0	0	0
Support Specialty					
Grads. with Internship/Residency in WV	0	0	0	0	0
Grads. with Internship/Residency Outside WV	0	0	1	1	0
Transitional	0	0	0	0	0
TOTAL	61	63	63	63	58

West Virginia School of Osteopathic Medicine

Revenues and Expenditures
(Dollars in Thousands)

	1993-94		1994-95		1995-96		1996-97		1997-98	
TOTAL REVENUES	$9,096		$10,437		$10,834		$11,347		$12,318	
GENERAL OPERATIONS	$8,770	100%	$9,857	100%	$10,107	100%	$10,613	100%	$11,935	100%
Tuition	$2,429	28%	$2,434	25%	$2,817	28%	$2,682	25%	$3,329	28%
Practice Plan Revenues*	$0	0%	$0	0%	$0	0%	$0	0%	$0	0%
State Appropriations	$5,844	67%	$6,587	67%	$6,777	67%	$6,928	65%	$7,501	63%
Parent/University Appropriations	$0	0%	$0	0%	$0	0%	$0	0%	$0	0%
Reimbursements from Hospitals	$0	0%	$0	0%	$0	0%	$0	0%	$0	0%
Other	$497	6%	$836	8%	$513	5%	$1,003	10%	$1,105	9%
GRANTS & CONTRACTS	$326	100%	$580	100%	$727	100%	$734	100%	$383	100%
Federal	$90	28%	$339	58%	$375	52%	$516	70%	$255	67%
State & Local	$236	72%	$241	42%	$352	48%	$193	26%	$88	23%
Non-Government	$0	0%	$0	0%	$0	0%	$25	4%	$40	10%
TOTAL EXPENDITURES	$8,532		$9,978		$10,726		$10,987		$11,416	
TOTAL TRANSFERS	$600		$510		$0**		$459		$640	
EXCESS OF REVENUES OVER EXPENDITURES AND TRANSFERS	($36)		($51)		$108		($99)		$262	

*The clinic is a separate entity and no Practice Plan revenues accrue to the school.

**Auditors reflected the transfers by netting them.

Educational and General Expenditures
FY 1997-98

	Instruction	Research	Public Service	Academic Support	Student Services	Gen. Institutional Support	Operations and Maintenance	Total
Osteopathic Medicine**	$5,071,485	$145,666	$1,035,410	$1,081,577	$502,931	$2,086,209	$933,522	$10,856,800

**This includes all first professional medical (D.O.) students as well as residents/interns and fellows.

Health Sciences

Retention of Graduates

Many factors can impact a physician's choice of practice location. While rural education and training experiences can be influential, there are other factors to consider, including background and family ties, debt load, desired lifestyle, spouse career opportunities, perceptions of local schools, and perceptions of the medico legal climate. Additionally, some studies indicate that physicians tend to locate their practices near or within a reasonable commute of their residency training site.

To track the retention of medical school graduates in West Virginia, one must factor in the additional 3 to 5 years of residency training that physicians complete in their specialty before beginning practice. Consequently, the following tables present data on graduates from 1989-1994; 94% of these graduates have completed their training and begun practice.

Medical School Graduates in West Virginia (M.D. and D.O.) 1989 through 1994

School	Total No. Graduates	Graduates with Completed Training			
		Total No.	No. in Practice In WV	No. in Primary Care in WV*	No. in Practice in Non-Urban Areas in WV+
WVU	455	427	175 (41%)	84 (20%)	26 (6%)
MU	253	246	92 (37%)	51 (21%)	23 (9%)
WVSOM	255@	248	93 (38%)	70 (28%)	41 (17%)
TOTAL	963	924	360 (39%)	206 (22%)	90 (10%)

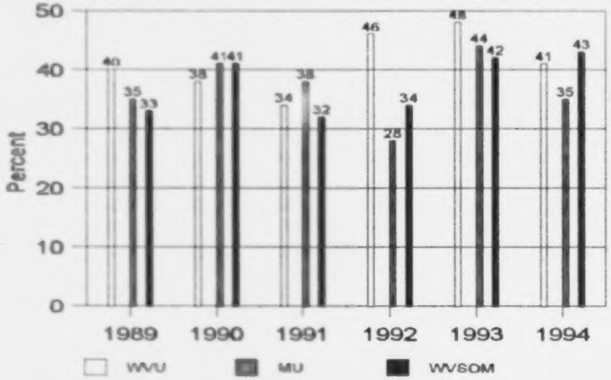
@Excludes SREB contract students who have a contractual obligation to return to their home state following graduation.

*Primary Care is defined as family medicine, internal medicine, pediatrics, and obstetrics/gynecology.

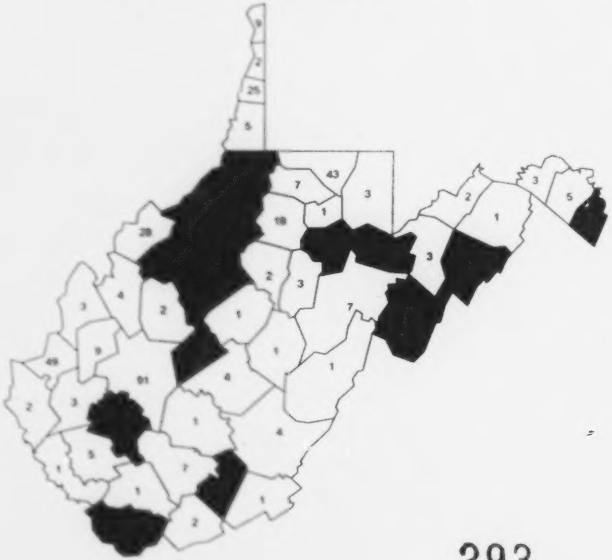
+Non-urban areas exclude graduates practicing in: Beckley, Charleston, (including South Charleston, Dunbar, Nitro, Institute, etc.), Clarksburg, Fairmont, Huntington (including Barboursville), Martinsburg, Morgantown (including Star City and Westover), Parkersburg (including Vienna), Weirton, and Wheeling.

Percentage of Medical School Graduates, 1989-1994 Practicing in West Virginia

The following graphs show data on graduates who have completed their training.

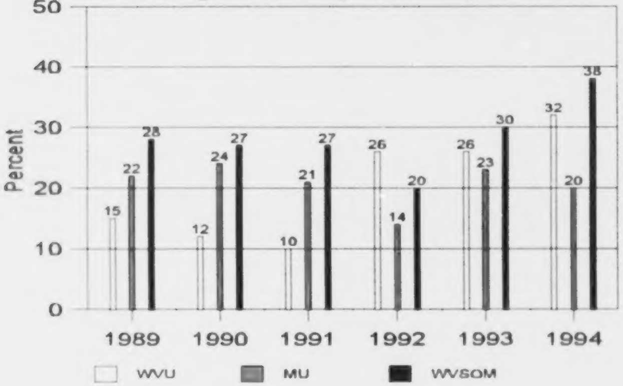


Number of Medical School Graduates, 1989-1994, Practicing in West Virginia

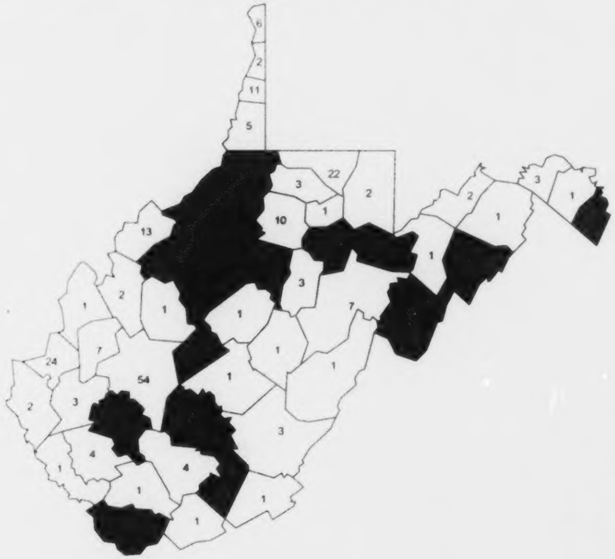


Health Sciences

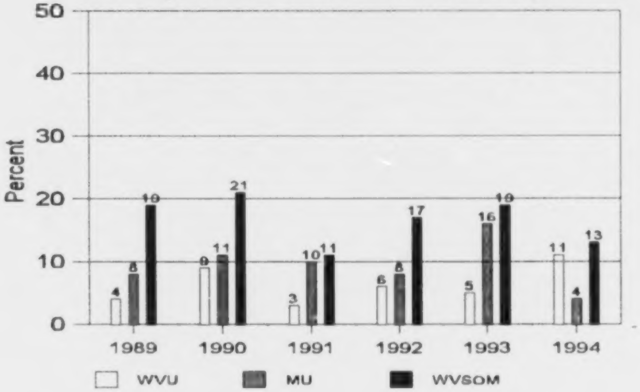
Percentage of Medical School Graduates, 1989-1994 Practicing in West Virginia Primary Care



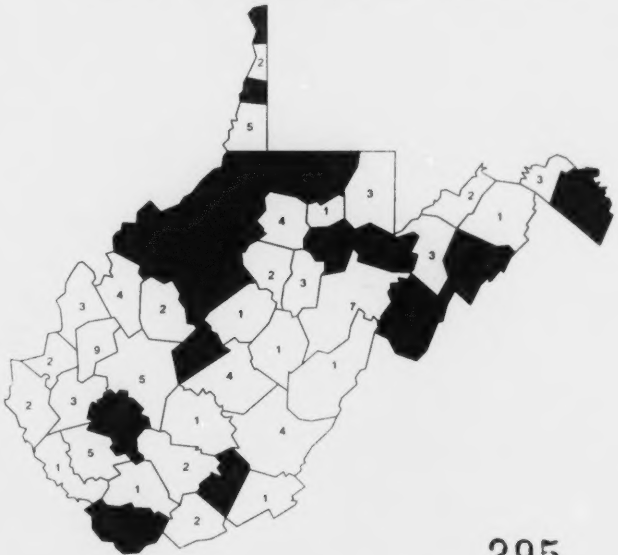
Number of Medical School Graduates, 1989-1994 Practicing in West Virginia in Primary Care



Percentage of Medical School Graduates, 1989-1994 Practicing in Non-Urban Areas of West Virginia



Number of Medical School Graduates, 1989-1994 Practicing in Non-Urban Areas of West Virginia

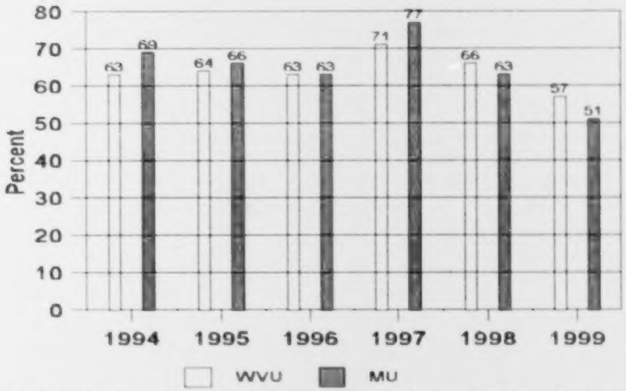


Number of Medical School Graduates Choosing Primary Care Residencies, 1994-1999

Today's medical school graduates begin practice after completing 3 to 5 years of residency training in a given specialty. Two factors are important in tracking the retention of these graduates: (1) specialty choice, because primary care fields are most needed in rural areas of the state, and (2) location of the residency, because graduates who complete residencies in West Virginia are more likely to practice in the state.

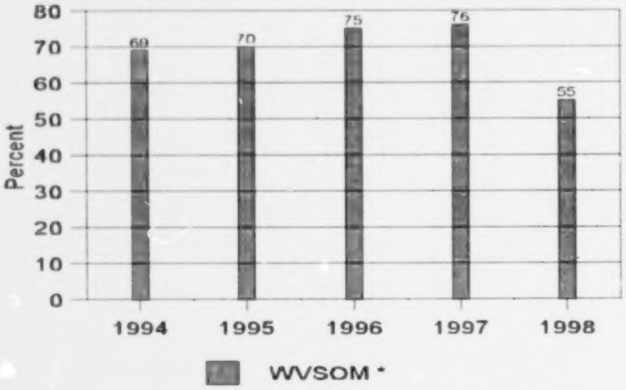
	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99
WVU Medical	49	49	45	55	60	47
MU Medical	37	31	27	37	31	24
WVSOM*	56	56	56	59	59	55
Total	**142**	**136**	**128**	**151**	**150**	**126**

Percentage of Medical School Graduates (MD) Choosing Primary Care Residencies, 1994-1999



In 1999, 47 (57%) of WVU medical graduates and 24 (51%) of MU medical graduates chose primary care residencies compared to a national average of 60% for all allopathic (M.D.) graduates.

Percentage of Medical School Graduates (DO) Choosing Primary Care Residencies, 1994-1998



* Osteopathic students enter a one-year, general rotating internship following graduation; they choose a residency the following year. In 1999, 32 (55%) of WVSOM 1998 graduates chose primary care residencies (the national average for all 1998 osteopathic (D.O.) graduates is not available).

1994 West Virginia Medical School Graduates Completing Primary Care Residencies by 1999

	Number	Number Practicing In West Virginia
Completing WV Residencies	63	46 (73%)
Out-of-State Residencies	60	5 (8%)

Family Practice

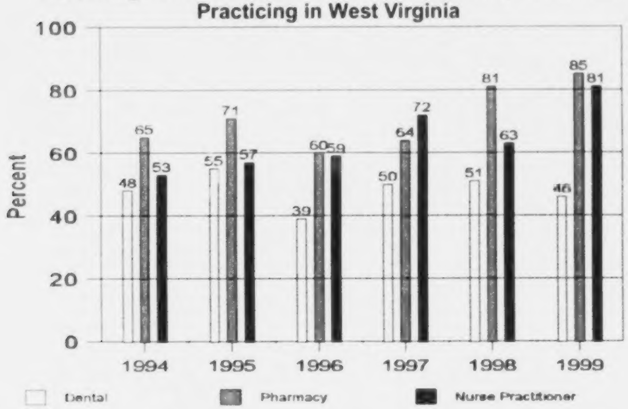
A national study by the American Academy of Family Practice found that, in 1998, West Virginia had the highest proportion (90.9%) of allopathic medical school graduates who entered a family practice residency program in the same state. The national average for the same year was 50 percent. This high rate of retention bodes well for retaining these 22 physicians in West Virginia and suggests some impact of their medical school experiences upon their career decisions and/or that these physicians are strongly oriented in-state. (*Family Medicine*, September 1999, pp. 542-550)

Health Sciences

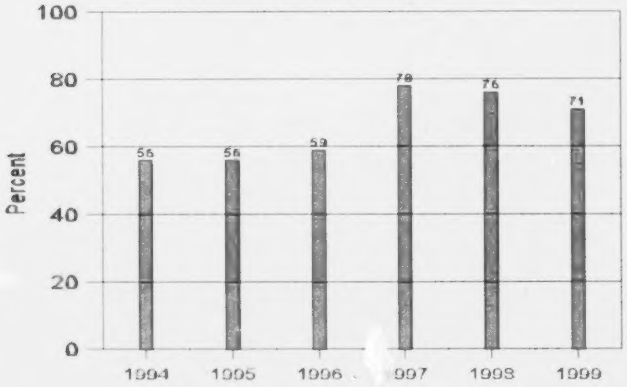
Health Sciences Graduates, 1994-1999

	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99
WVU						
Dental	33	29	33	38	35	26
Pharmacy	89	84	80	80	91	65
Nurse Practitioner	17	28	34	36	16	21
MU						
Nurse Practitioner	16	9	17	18	17	17

Percentage of WVU Health Sciences Graduates, 1994-1999 Practicing in West Virginia



Percentage of MU Nurse Practitioner Graduates, 1994-1999 Practicing in West Virginia



Health Sciences Scholarship Program

The Health Sciences Scholarship Program, established in 1995 by West Virginia Code §18C-3-3, provides an incentive for health professions students to complete their training in primary care fields and practice in underserved areas of West Virginia. Awards are made by the Vice Chancellor for Health Sciences based on recommendations of an advisory committee. Students are eligible for a $10,000 scholarship. In exchange, they make a commitment to practice in an underserved area of the state for a minimum of two years. During 1998-99, 22 awards were made to 13 medical students, three nurse practitioner students, and six physician assistant students. Twenty-six graduates (3 MDs, 12 NPs, and 11 PAs) are now practicing in rural areas.

Scholarships Awarded

West Virginia University	
Medicine	4
Nurse Practitioners	2
Marshall University	
Medicine	6
Nurse Practitioners	1
WV School of Osteopathic Medicine	
Medicine	3
The College of WV	
Physician Assistant	3
Alderson-Broaddus College	
Physician Assistant	3
TOTAL	22

Health Education Student Loan Program

The Health Education Student Loan Program, established in 1991 by West Virginia Code §18C-3-1, is designed to assist medical students in West Virginia. Currently, program funding comes from a portion of the Medical Education Fee paid by state medical students. When borrowers are ready to begin their practices, they may earn loan forgiveness by serving "in this state in a designated medically underserved area or in a designated medical specialty in which there is a shortage of physicians." During 1998-99, 13 borrowers took advantage of this provision and began practicing in a primary care field in West Virginia. Awards included in this report have been made through the Medical Student Loan Program component of the Health Education Student Loan Program. During the reporting year, $895,455 was awarded to 201 medical students. This is a revolving loan program which allows loan repayments to be used for making additional loans.

	MU	WVU	WVSOM	Total
Number of Loans Awarded	46	111	44	201
Total Amount Awarded	$200,955	$544,500	$150,000	$895,455
Amount of Unexpended Monies	$81,207	$453,545	$198,359	$733,111
Default Rate on Previously Awarded Loans	6.2%	2.9%	1.7%	3.3%

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WVRHEP Mission Statement

"...we envision a time when all residents of our more underserved, rural communities have local access to high quality primary health care provided by well trained, high quality health care professionals."

West Virginia is entering its eighth year of educating health sciences students in rural communities through the West Virginia Rural Health Education Partnerships (WVRHEP). Students are learning health care skills from rural practitioners and experiencing life as a rural health care provider. By introducing students to the rewards and challenges of rural practice, the WVRHEP increases the possibility that they will stay in West Virginia and practice where they are needed.

The program also provides an infrastructure for providing health services and promoting healthy lifestyles in rural communities. This year, more than 156,000 West Virginians benefited directly from these services – a 56% increase over the previous year.

The WVRHEP infrastructure covers the most underserved areas of 47 counties and includes the following components:

- Thirteen training consortia, with local boards of directors, linking more than 250 training sites, including hospitals, health centers, social service agencies, doctors' and dentists' offices, and pharmacies in rural communities;
- Revised curricula with course content on rural practice, rural communities and populations, and interdisciplinary team-building skills, as well as expanded rural clinical rotations;
- Nearly 500 rural health care professionals serving as field faculty for students;
- Learning resource centers (LRCs) with computer stations and educational materials at 18 locations, ten of which are connected to statewide educational programs through MDTV (interactive telemedicine); and
- Scholarships and stipends that provide incentives for primary care training and rural practice. This year, 24 scholarship recipients, including 15 medical students, made a commitment to practice in rural West Virginia for at least two to four years after completing their training.

The University System Board of Trustees and the Vice Chancellor for Health Sciences have mandated that all health sciences students complete three-month rotations in rural communities. Dental students, because of unique curricular requirements, complete two-month rotations. This year, students from nine disciplines completed almost 1,600 rotations in WVRHEP sites and in other rural settings -- and many students completed more than one rotation. The nine disciplines include: clinical psychology, dentistry, dental hygiene, medical technology, medicine, nursing, pharmacy, physician assistant, and physical therapy.

Progress Made in 1998-1999

- *More than 120 of the Partners engaged in a retreat to review the program's progress and plan for future directions.*
- *WVRHEP continues to receive national recognition at professional conferences.*
- *Almost 1,600 student rotations, including 1,200 at WVRHEP sites, were completed in rural settings.*
- *24 scholarships were awarded to health sciences students who will practice in rural communities.*

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- *TRACKER, a computerized student tracking system that is accessible through the Internet, was featured at the Governor's Technology Conference.*
- *Nearly 500 field faculty now participate in WVRHEP.*
- *Direct services benefitted about 13,000 West Virginians each month – more than 156,000 for the entire year.*
- *Dental and dental hygiene students performed more than 10,000 clinical procedures for about 4,700 patients.*

Community-Service Learning

Through continuing board development activities at the local consortium level, WVRHEP boards have strengthened their roles in community-based training and recruitment and retention, including increased board member contact with students, training in recruitment and retention for site coordinators, and participation in the Recruitable Communities Project for some local consortia board members.

WVRHEP continues to further West Virginia's national visibility as a state on the cutting edge of community-based health professions training. The program was highlighted in *Leadership Stories*, a publication of the University of Chicago, which featured an interview with the Vice Chancellor for Heath Sciences. The Executive Director presented on the program's accomplishments at the national AHEC (Area Health Education Centers) conference in Louisville, Kentucky. A site coordinator, and several field faculty and community members participated in the Community-Campus Partnerships for Health conference in Seattle, Washington, and gave a presentation on WVRHEP and the Health Sciences Technology Academy. Program participants from the schools and training sites have been asked to make presentations on the WVRHEP model. This recognition demonstrates the value of the comprehensive approach taken by the State and the Legislature to advance health professions education.

WVRHEP offers statewide Faculty Development Days for field and campus faculty in concepts unique to the program such as interdisciplinary training and service-learning through community-based research and service. Over 100 partners attended the faculty development days held this year at Alderson-Broaddus College, which focused on "Hands-on Training for Preceptors in Clinical Education." Eight sessions were offered to field faculty in the use of information technology to enhance both their clinical practice and teaching skills. In addition, orientation was held for new field faculty members.

Efforts are being made to improve the role of the on-site clinical directors through meetings with the Faculty Development Committee and the School Committee and by gathering information for site coordinators and field faculty on the effectiveness of this role at the local level. In addition, the Faculty Development Committee has worked with all the schools to include sessions for field faculty in existing continuing education events sponsored by the schools.

In the 1998-99 academic year, 1,232 student rotations, involving over 5,800 weeks of training, were completed at WVRHEP training sites. In addition, 364 student rotations, involving almost 1,500 weeks of training, were completed at other rural sites in the state.

Feedback on WVRHEP Experience

In surveys conducted this year, students gave high marks to the value of their rural training experiences:

- *"The key to community practice is establishing a relationship with the patients, and it is such an exciting feeling when you actually help them with their needs!"*
  Pharmacy Student
- *"I have been given the opportunity to make clinical decisions, treatments, and other therapies, and [the doctor] gives excellent feedback plus teaching during this process. We can spend as much time as needed with the patients."*
  Medical Student

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- *"Everyone has the same focus -- quality rural health care. It is very collaborative and interactive. The people working at this clinic are very knowledgeable."*
  Nurse Practitioner Student
- *"Working in a rural area you see more patient-doctor interaction. You get to work in a community and have a positive impact there. People respect and talk to you more in the rural towns."*
  Physician Assistant Student

Recruitment and Retention

The Recruitment and Retention Committee of the WVRHEP Advisory Panel provides overall coordination of state incentive programs as a complementary strategy to the rural rotations. The committee has served as the focal point for collaboration involving the Bureau for Public Health, the health professions schools, local consortia, and the Center for Rural Health Development. These efforts included facilitation of a work group to plan recruitment and retention strategies for funding under the West Virginia Rural Health Access Program. The Robert Wood Johnson Foundation and the Claude Worthington Benedum Foundation are jointly funding the implementation of this program, which includes initiatives to coordinate placement activities, evaluate recruitment incentives, provide technical assistance to communities on recruitment and retention, and coordinate practice support for rural physicians.

Under the Rural Health Access Program, the state will receive funding to link placement activities of the medical schools and the Bureau for Public Health through a single, Internet-accessible database of practice opportunities. This project will enhance recruitment and retention of West Virginia graduates and physicians in residency training. The website will be linked to a national database for rural recruitment, so that practitioners in other states can learn about opportunities in rural West Virginia. The school partners include the WVU Placement Office, which was established in 1998 to assist alumni and residents in finding practice opportunities in rural West Virginia, and staff at WVSOM and the Marshall School of Medicine, who will coordinate placement of their alumni and residents.

The Recruitable Communities Project, under the leadership of the WVU Department of Family Medicine, will be continued under the Rural Health Access Program. The project is working with six rural communities (Grantsville, Hinton, West Union, Cabin Creek, Spencer, and Richwood) to enhance the community's role in recruitment and strengthen ties with residency programs. This is a collaborative project involving the WVU Extension Service, the Bureau for Public Health, the Center for Rural Health Development, the University System, and the medical schools. The project will produce a Recruitment and Retention Handbook, based on lessons learned, for all rural communities.

In 1998-99, the Vice Chancellor for Health Sciences awarded $10,000 scholarships to 22 students – including 13 medical students, three nurse practitioner students, and six physician assistant students. These participants in the Health Sciences Scholarship Program have made a commitment to practice at least two years in a rural underserved area of West Virginia after completing their training. Twenty-six practitioners from prior years are now serving their obligations.

Federal funding for the Community Scholarship Program, which also involves state and local funds, ends this year. Since 1991 this program has sponsored 23 health professions students, including two medical students who received scholarships this year. Students have made a commitment to return to their hometowns in rural West Virginia and practice for a minimum of two to four years. WVRHEP coordinates this program and will continue to oversee the return of these students to their communities. The National Health Service Corps SEARCH Program, administered jointly by WVRHEP and the Bureau for Public Health, is designed to help communities recruit students and residents by providing stipends for those who want to extend their training in rural underserved areas. This year, over $70,000 in stipends was awarded to 29 students in medicine, nurse practitioner and midwifery programs, clinical psychology, and physician assistant programs.

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Technology and Telecommunications

The WVRHEP Advisory Panel is continually addressing the role of the Learning Resource Center (LRC) with the assistance of the LRC Committee. Each of the 18 LRCs has a Pentium computer system, Windows 95/98, Internet connectivity, and E-mail. These standards ensure that students and field faculty have the capacity to participate fully in the programs that WVRHEP has developed. These programs include, but are not limited to, Digital Document Delivery; Real Audio/Real Video lectures and coursework over the Internet; continuing medical education (CME) credits over the Internet; and student scheduling, database management, and tracking through the fully operational TRACKER system.

The TRACKER system allows schedulers at each school to confirm the availability of field faculty and housing at the training sites, and permits students to view information on training opportunities while selecting their rotations. TRACKER also allows the site coordinators and program evaluators to report student and consortium activities, such as interdisciplinary training sessions, community service/outreach, and research. The WVRHEP administrators can generate snapshot reports of these activities across all consortia.

TRACKER can be reached from all of the partnering schools' websites or from the newly acquired URL, http://www.wvrhep.org. All users must have a password to get into the system to ensure the system's integrity. The system is currently running for all the disciplines across all three schools, including medicine, nursing, dentistry, pharmacy and allied health disciplines.

Creating an Educational Pipeline

The Health Sciences and Technology Academy (HSTA) reaches out to 8th-12th grade students in 22 counties and helps them prepare for higher education and health care careers. The goal is to nurture the ambitions of talented minority and disadvantaged students who might not ordinarily achieve their career goals. HSTA is a partnership among the various schools at West Virginia University, WVRHEP, and many communities. The program brings students and their teachers to the campus each summer for clinic, laboratory, and classroom training, and then provides support for community-based science projects during the school year, mentored by teachers, health professions students, and community volunteers. The program began in 1994 with private and foundation funding; this year it received a state appropriation. Over 500 students and 53 teachers are participating in HSTA.

This year, 61 seniors completed the HSTA program and did extremely well compared to their peers. HSTA seniors had a college-going rate of 95.1% and a dropout rate of only 1.6%. Grade point averages were all well above 3.0, and the average ACT score of 22.0 was above both the West Virginia (20.1) and national (21.0) averages. All the in-state college students received tuition and fee waivers if needed.

Community Services

WVRHEP students, faculty, and staff continue to demonstrate their commitment to providing health services to the people of West Virginia. In the 1998-99 academic year, direct health services benefited about 13,000 people each month – more than 156,000 for the entire year – and touched the lives of many others through community projects.

WVRHEP dental sites, for example, provided approximately $1,053,600 in uncompensated clinical dental services to rural West Virginians this year. Dental and dental hygiene students and one dentist, who was participating in a rural fellowship demonstration program at these sites, performed more than 10,000 clinical procedures for about 4,720 patients. Additionally, students and faculty participated in about 400 community outreach activities reaching approximately 10,700 West Virginians.

Student community service activities, such as health screenings and health fairs, are targeted throughout the state to all age groups of West Virginians. In addition, students work with communities to develop a variety of imaginative, worthwhile projects. For example, a physician assistant student, who is also a paramedic and CPR instructor, trained police officers in the use of automated external defibrillators (AEDs). AEDs were placed in police cruisers so officers could respond via 911 to any sudden cardiac arrest that would occur in their jurisdictions. The project was promoted widely by the local media. The student's research article was later published in a national magazine, *PA Today*.

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The WVRHEP continues to provide a wide variety of preventative health care and community service programs, such as:

Health Fairs
Screenings (blood pressure, cholesterol, glucose, etc.)
Immunizations
Outreach for Children's Health Insurance
4-H Handicap Games
Kinetic Therapy for Seniors
Bingo for Health
Sports Physicals
Dental Health Education
Diet and Exercise Presentations
Flu Shots
Smoking Cessation
Smokeless Tobacco Presentations
Date Rape and Violence Prevention
Depression Screening
Bright Smiles, Bright Futures Dental Program
Alcohol Abuse and Addictive Behaviors Program
Nutrition Education
Poison Prevention
School Bus Safety
Disaster Planning
Steroid Presentations
Black Lung Clinics
Diabetes Education & Support Groups
Energy Express

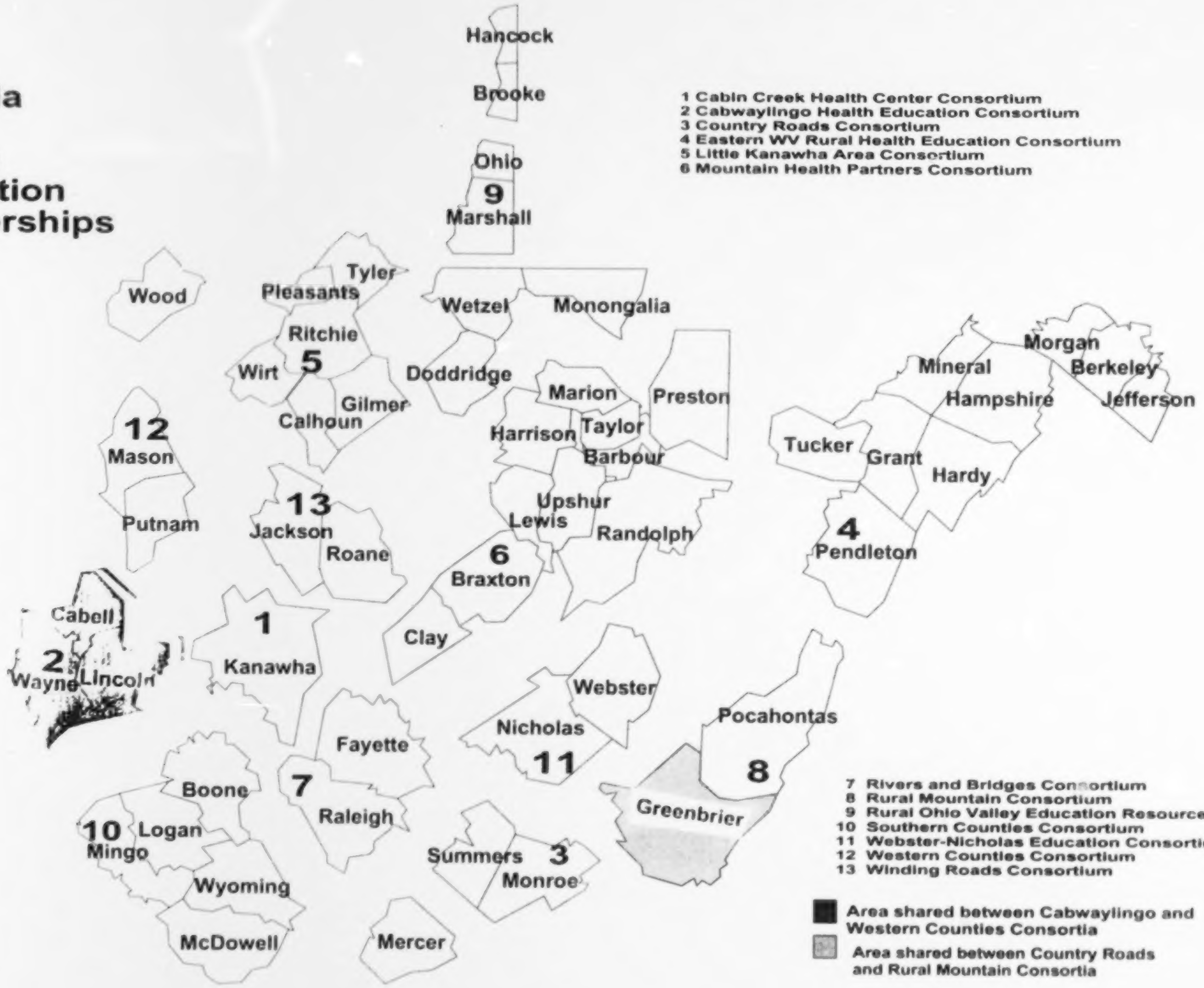
Current Issues

The WVRHEP Partners have reached a new stage of development in which they are challenging themselves and each other to higher levels of integration and mission accomplishment. At the June 1999 Retreat, many issues and strategies were identified to further partnership goals. As a result, the State Advisory Panel passed a resolution to form a year-long vision work group to take these findings and prepare recommendations for the Panel on the program's future strategies. Although the program still faces challenges, great strides have been made this year by focusing on issues of quality in the educational program, integration of the curricular components, and consistency across the training sites. One of our curricular challenges continues to be integration of meaningful service-learning activities for students on rotation. Efforts will be made in this upcoming year to provide training for site coordinators and field and campus faculty in the concepts of service-learning by the mentor network of the Community-Campus Partnerships for Health organization.

Current program issues include:

- Continuing to build upon a collaborative governance model;
- Growth of the local consortia boards in addressing local recruitment and retention needs and training community leaders in recruitment and retention strategies;
- Further development of the on-site clinical director role;
- Review of the budget process by conducting consortia performance audits through a request-for-proposals process; and
- Faculty development efforts at the local level to increase the number of qualified field faculty in all areas.

West Virginia Rural Health Education Partnerships



1 Cabin Creek Health Center Consortium
2 Cabwaylingo Health Education Consortium
3 Country Roads Consortium
4 Eastern WV Rural Health Education Consortium
5 Little Kanawha Area Consortium
6 Mountain Health Partners Consortium
7 Rivers and Bridges Consortium
8 Rural Mountain Consortium
9 Rural Ohio Valley Education Resources
10 Southern Counties Consortium
11 Webster-Nicholas Education Consortium
12 Western Counties Consortium
13 Winding Roads Consortium

■ Area shared between Cabwaylingo and Western Counties Consortia

▨ Area shared between Country Roads and Rural Mountain Consortia

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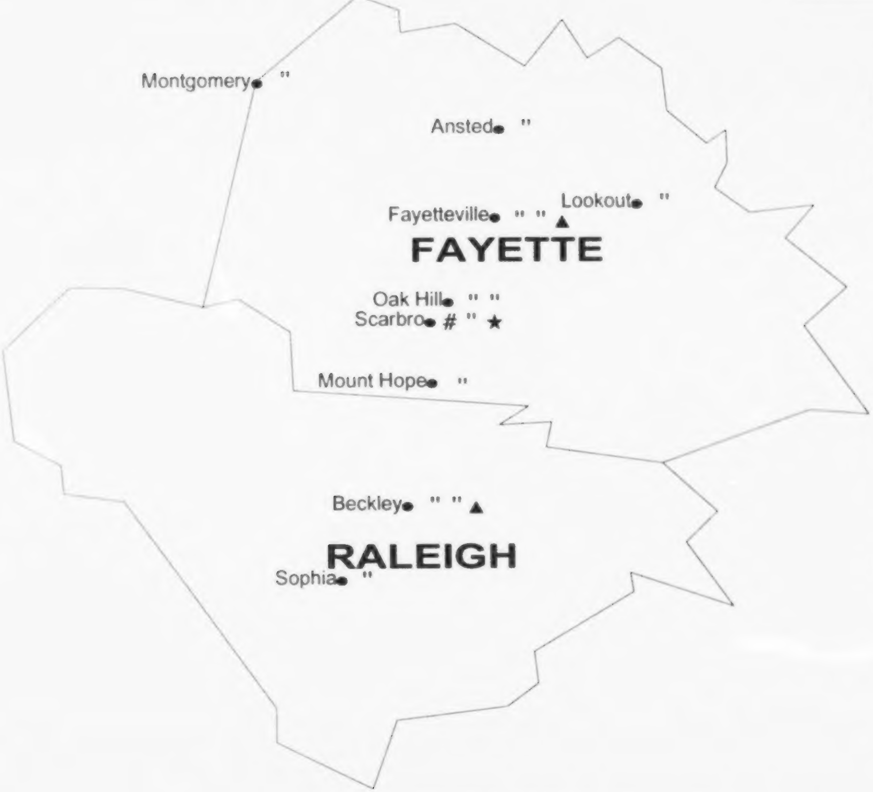
RIVERS & BRIDGES CONSORTIUM

! Town
#Lead Agency
"Primary Training Site
▲Supporting Training Site
★Learning Resource Center



Fayette County	
Lead Agency:	New River Health Association
Primary Training Sites:	New River Health Association ★ Petersen Practice Plateau Medical Center Klenk Dental Practice Heritage Fayette Clinic Heritage Maple Lane Clinic Montgomery General Hospital
Supporting Training Site:	Cassis Dental Practice
Raleigh County	
Primary Training Sites:	Gulf Family Practice ARH Southern WV Clinic Pharmacy, VA Medical Center
Supporting Training Site:	Community Health Systems

Rivers & Bridges Consortium has had success in recruiting former students back to the area. As of November 1999, the following former WVRHEP students are practicing in Fayette and/or Raleigh counties: five physicians (one MD and four DOs), four physician assistants, three family nurse practitioners, five pharmacists, and one certified nurse-midwife. Two additional physicians (MDs) will begin practice in 2000.

WVRHEP Training Consortia Infrastructure: 1999

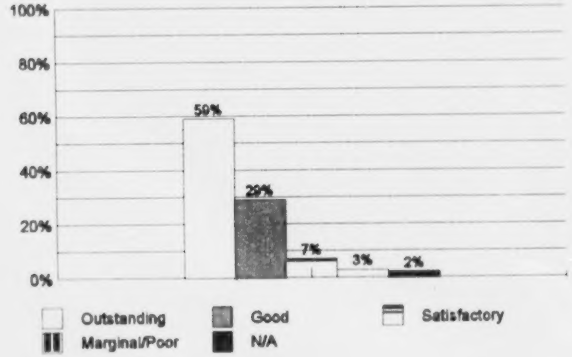
Consortium *Lead Agency* and Subsites	Counties	Number of Training Sites*	Number of Field Faculty	
Cabin Creek Health Center Consortium *Cabin Creek Health Center*	Underserved areas of Kanawha	4	7 Medicine 1 Dental 2 Physician Assistant	1 Pharmacy 3 Nursing
Cabwaylingo Health Education Consortium *Ft. Gay Family Health Center*	Cabell, Wayne, and Lincoln	11	10 Medicine 2 Dental 4 Physician Assistant	2 Pharmacy 2 Nursing
Country Roads Consortium *Monroe Health Center*	Monroe, Greenbrier, and Summers	11	24 Medicine 2 Dental 4 Physician Assistant	4 Pharmacy 1 Nursing
Eastern WV Rural Health Education Consortium *Grant Memorial Hospital*	Grant, Hardy, Hampshire, Mineral, Pendleton, and Tucker	22	24 Medicine 2 Dental 5 Physician Assistant	5 Pharmacy 11 Nursing 1 Midwife 3 Physical Therapy
City Hospital	Berkeley, Jefferson, and Morgan	13	45 Medicine 2 Dental 1 Physician Assistant 1 Occupational Therapy	6 Pharmacy 5 Nursing 1 Midwife 1 Physical Therapy
Little Kanawha Area Consortium *Minnie Hamilton Health Care*	Calhoun, Ritchie, Gilmer, Pleasants, Tyler, and Wirt	15	9 Medicine 1 Dental	6 Pharmacy 3 Nursing
Mountain Health Partners Consortium *St. Joseph's Hospital*	Barbour, Lewis, Randolph, and Upshur	25	25 Medicine 4 Dental 3 Physician Assistant 2 Med Tech 5 Physical Therapy	6 Pharmacy 4 Nursing 1 Midwife 1 Social Work
Braxton County Memorial Hospital	Braxton and Clay	7	7 Medicine 1 Dental 1 Physical Therapy	1 Pharmacy 4 Nursing
Grafton City Hospital	Taylor, Harrison, Preston, and Marion	29	17 Medicine 3 Dental 2 Physician Assistant 2 Med Tech 8 Physical Therapy	6 Pharmacy 8 Nursing 1 Midwife 1 Social Work
Rivers & Bridges Consortium *New River Health Association, Inc*	Fayette and Raleigh	9	13 Medicine 1 Dental 3 Physician Assistant	5 Pharmacy 4 Nursing 2 Social Work 2 Midwives

Consortium *Lead Agency* and Subsites	Counties	Number of Training Sites*	Number of Field Faculty
Rural Mountain Consortium *Rainelle Medical Center, Inc*	Greenbrier and Pocahontas	22	11 Medicine 1 Dental 3 Physician Assistant 1 Pharmacy 2 Nursing 4 Physical Therapy
Rural Ohio Valley Education Resources (ROVER) Consortium *Cameron Community Health Center*	Marshall and Ohio	10	3 Medicine 1 Dental 2 Pharmacy 1 Nursing
Southern Counties Consortium *Boone Memorial Hospital* Pineville Children's Clinic	Boone and Logan McDowell, Mingo and Wyoming	27	13 Medicine 3 Dental 1 Physician Assistant 5 Pharmacy 1 Nursing
Webster-Nicholas Education Consortium *Camden-on-Gauley Medical Center*	Webster and Nicholas	17	13 Medicine 1 Dental 7 Physician Assistant 4 Pharmacy 1 Nursing 4 Physical Therapy
Western Counties Consortium *Pleasant Valley Hospital*	Lincoln, Mason, Putnam, Wayne, and rural portions of Cabell	27	27 Medicine 1 Dental 4 Physical Therapy 3 Pharmacy 6 Nursing 1 Occupational Therapy
Winding Roads Health Consortium *Roane County Family Health Care*	Roane and Jackson	6	11 Medicine 2 Dental 2 Physical Therapy 5 Pharmacy 5 Nursing
	TOTALS	255 Training Sites	259 Medicine 28 Dental 35 Physician Assistant 4 Med Tech 4 Social Work 62 Pharmacy 61 Nursing 32 Physical Therapy 6 Midwives 2 Occupational Therapy
			493 Field Faculty (Rural practitioners who also teach students.)

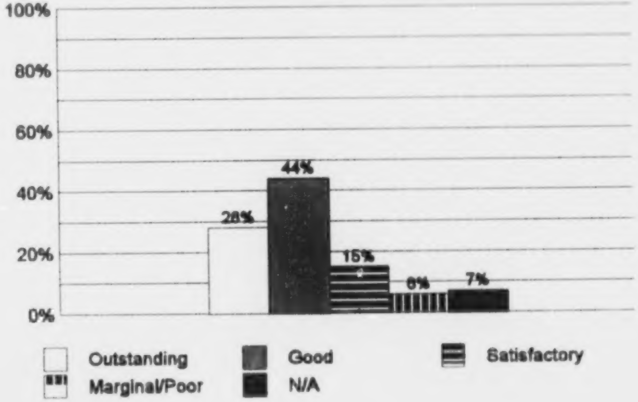
* Training sites include rural hospitals; health centers; private physicians, dentists, and pharmacies; public health departments; human service agencies; mental health centers; schools; other health care organizations (e.g., home health); and community agencies.

Student Evaluation of Rural Field Experience: 1998-99

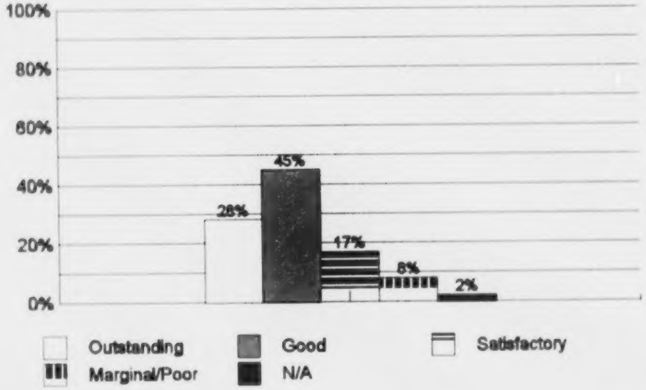
Quality of Supervision or Instruction by Field Professor and/or Preceptor in Student's Discipline



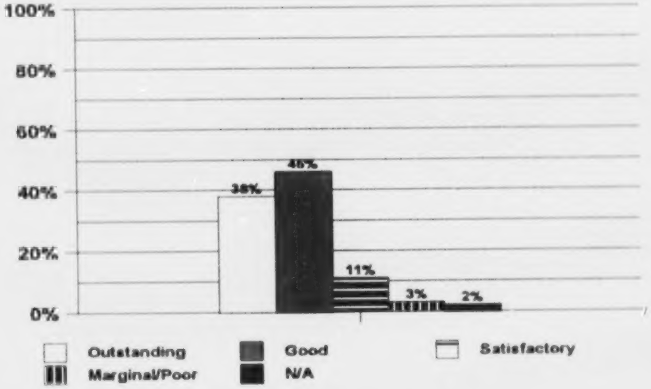
Educational Value of Community Service In Which You Participated



Overall Quality of Interdisciplinary Sessions at Rural Site



Increase in Your Knowledge of the Unique Health Care Needs of a Rural Community



WVRHEP Community Service Contacts
June 1, 1998 - May 31, 1999

Consortium	Prevention and Education for General Public	Prevention and Education for Adults	Prevention and Education for Children	Total
Cabin Creek Health Center Consortium	966	275	659	1,900
Cabwaylingo Health Education Consortium	6,954	1,599	1,815	10,368
Country Roads Consortium	2,951	172	–	3,123
Eastern Rural Health Education Consortium *Grant Memorial Hospital*	2,232	1,491	4,501	8,224
City Hospital, Martinsburg	3,203	3,679	7,713	14,595
Little Kanawha Area Consortium	6,359	599	4,982	11,940
Mountain Health Partners Consortium *St. Joseph's Hospital*	429	437	2,334	3,200
Braxton County Memorial Hospital	1,893	483	1,827	4,203
Grafton City Hospital	5,405	463	3,894	9,762
Rivers & Bridges Consortium	9,022	649	2,516	12,187
Rural Mountain Consortium	19,367	918	1,822	22,107
Rural Ohio Valley Education Resources (ROVER) Consortium	6,673	292	1,111	8,076
Southern Counties Consortium				
Madison	4,040	1,047	2,743	7,830
Pineville	972	341	1,660	2,973
Webster-Nicholas Education Consortium	10,209	347	1,659	12,215
Western Counties Consortium	2,270	354	2,652	5,276
Winding Roads Health Consortium	15,388	316	2,945	18,649
TOTALS	98,333	13,462	44,833	156,628

Student Rotations by County: June 1, 1998 - May 31, 1999

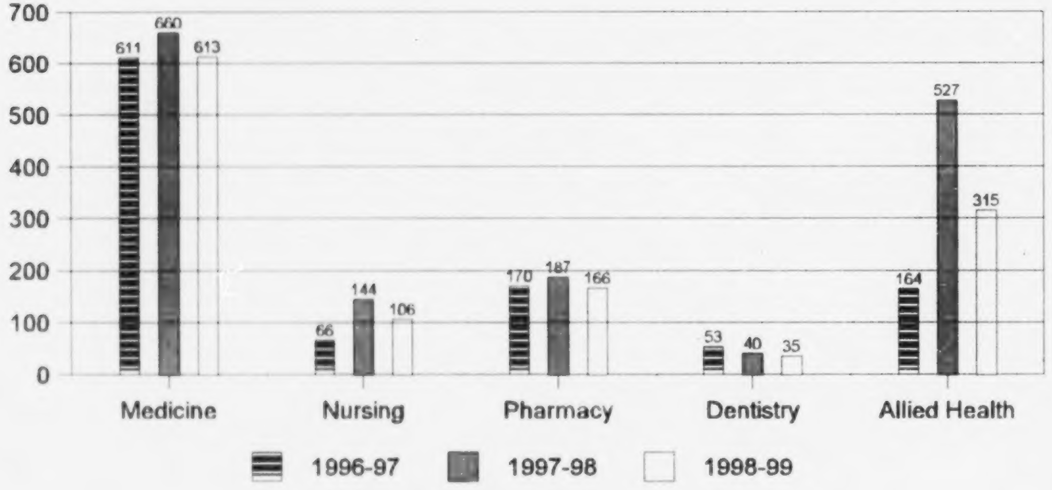
	WVRHEP		Other Rural Sites			WVRHEP		Other Rural Sites	
County	Student Rotation	Student Weeks	Student Rotation	Student Weeks	County	Student Rotation	Student Weeks	Student Rotation	Student Weeks
Barbour	5	13	---	---	Mingo	2	12	1	7
Berkeley	50	231	---	---	Monroe	9	50	---	---
Boone	30	140	---	---	Monongalia	11	59	1	7
Braxton	26	155	---	---	Morgan	14	66	---	---
Brooke	---	---	1	7	Nicholas	16	73	8	20
Cabell	31	124	4	19	Ohio	2	7	1	8
Calhoun	17	57	---	---	Pendleton	2	22	2	70
Clay	---	---	---	---	Pleasants	5	25	---	---
Doddridge	---	---	---	---	Pocahontas	1	0	---	---
Fayette	46	231	8	37	Preston	41	194	---	---
Gilmer	3	21	---	---	Putnam	22	86	17	320
Grant	37	185	---	---	Raleigh	12	54	70	44
Greenbrier	110	569	95	334	Randolph	41	157	10	3
Hampshire	3	15	---	---	Ritchie	9	45	---	---
Hancock	---	---	---	---	Roane	35	141	---	---
Hardy	8	44	---	---	Summers	10	57	---	---
Harrison	44	214	2	9	Taylor	63	302	---	---
Jackson	43	165	---	---	Tucker	13	72	---	---
Jefferson	26	117	1	4	Tyler	10	43	---	---
Kanawha	51	254	1	7	Upshur	60	224	1	7
Lewis	19	105	---	---	Wayne	27	114	---	---
Lincoln	19	68	3	19	Webster	31	181	1	2
Logan	29	159	66	268	Wetzel	---	---	---	---
Marion	25	117	---	---	Wirt	5	17	---	---
Marshall	33	224	11	66	Wood	---	---	---	---
Mason	70	320	1	7	Wyoming	33	141	---	---
McDowell	18	97	1	4					
Mercer	---	---	58	213	Out of State	2	8	---	---
Mineral	13	47	---	---					
					TOTALS	1,232	5,822	364	1,482

Student Rotations by School/Discipline: June 1, 1998 - May 31, 1999

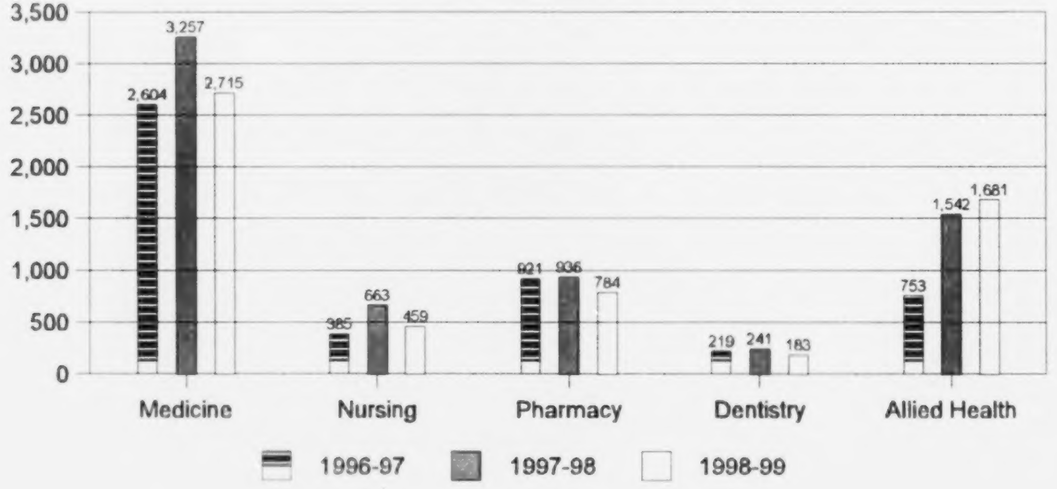
School/Dicipline	WVRHEP		Other Rural Sites	
	Student Rotations	Student Weeks	Student Rotations	Student Weeks
Alderson-Broaddus				
Nursing	---	---	---	---
Physician Assistant	44*	212	---	---
College of WV				
Physician Assistant	123	603	---	---
Physical Therapy Assistant	5	15	---	---
Nursing	4	17	---	---
Marshall University				
Psychology	---	---	---	---
Medicine	149	544	16	62
Nursing	35	129	---	---
WV School of Osteopathic Medicine	224	1,140	343	1,403
West Virginia University				
Social Work	---	---	---	---
Medical Technology	1	4	---	---
Nursing	49	176	---	---
Charleston	3	11	---	---
Potomac State College	---	---	---	---
Glenville State College	---	---	---	---
Psychology	1	17	---	---
Physical Therapy	47	380	---	---
Dentistry	35	183	---	---
Dental Hygiene	24	117	---	---
Medicine	159	657	2	8
Medicine-Charleston	81	374	3	9
Pharmacy	166	784	---	---
Pharmacy-Charleston	---	---	---	---
West Virginia University Institute of Technology				
Nursing	15	126	---	---
Dental Hygiene	11	11	---	---
Other: Out-of-State Schools	40	269	---	---
Other: In-State Schools	16	53	---	---
Other	---	---	---	---
TOTALS	1,232	5,822	364	1,482

*Data for 3 months only

Number of WVRHEP Student Rotations



Number of WVRHEP Student Weeks



Appendix

General:	Percentages may not add to 100 due to rounding.
Page 70	This table indicates only the number of first-time, full-time freshmen taking one or more developmental courses in the fall semester. It may underestimate the total number of freshmen requiring developmental courses since other freshmen may enroll in developmental courses during the spring semester. This figure represents the number of freshmen enrolled in a pre-college algebra workshop which is offered separately from WVU's regular courses. Students pay a separate fee for the workshop and do not receive WVU credit. While this figure is not entirely comparable with those of the other institutions, it is the best available approximation.
Page 80	This table indicates only the number of first-time, full-time freshmen age 25 and over taking one or more developmental courses in the fall semester. It may underestimate the total number of non-traditional freshmen requiring developmental courses since others may enroll in developmental courses during the spring semester. Developmental course enrollment for students age 25 and over is not available for West Virginia University. West Virginia University enrollment is not included in these averages.
Page 94	Academic research includes any externally sponsored activity, grant, or contract which is designed to advance or produce new knowledge; it does not include sponsored non-research activity such as training grants. Dollar values include both direct and indirect costs; based on grant/contract budget document.
Page 95	Full-Time Equivalent (FTE) faculty represents the number of full-time instructional faculty and part-time faculty who are involved in instruction and instruction-related activities. Total figures may not reflect true sum due to rounding of original figures.
Page 97 and Page 99	**Southern Regional Education Board (SREB) Definitions of Institutional Categories** **Four-Year 1:** Institutions awarding at least 100 doctoral degrees which are distributed among at least 10 disciplines (based on a federal classification of instructional programs) with no more than 50 percent of the doctorates in any one category. West Virginia institution in this category: West Virginia University **Four-Year 3:** Institutions awarding at least 100 master's, education specialist, post-master's, or doctoral degrees with master's, education specialist, and post-master's degrees distributed among at least 10 disciplines. West Virginia institution in this category: Marshall University **Four-Year 6:** Institutions awarding fewer than 30 master's, education specialist, post-master's, or doctoral degrees. West Virginia institutions in this category: Bluefield State College, Concord College, Fairmont State College, Glenville State College, Shepherd College, West Liberty State College, West Virginia University Institute of Technology, and West Virginia State College. **Two-Year 1:** Institutions awarding associate degrees and offering college transfer courses; some certificates and diplomas may also be awarded. West Virginia institutions in this category: Potomac State College of WVU, Southern WV Community & Technical College, WV Northern Community College, and WVU at Parkersburg. **Specialized:** Special purpose institutions with specialized degree programs. These may include medical or health science centers and, in some instances, stand-alone law schools, fine arts schools, or engineering schools. West Virginia institutions in this category: WV School of Osteopathic Medicine. All figures reflect latest revisions published by the SREB. 1995-96 was the first year the SREB collected/reported full-year credit hours/full-time equivalent enrollment.
Page 118, 130, and 136	The following are considered to be underrepresented minorities according to the Liaison Committee on Medical Education: Black American, Mainland Puerto Rican, Mexican American, and Native American/Alaskan Native.

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